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THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

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VOLUME 13
No. 8

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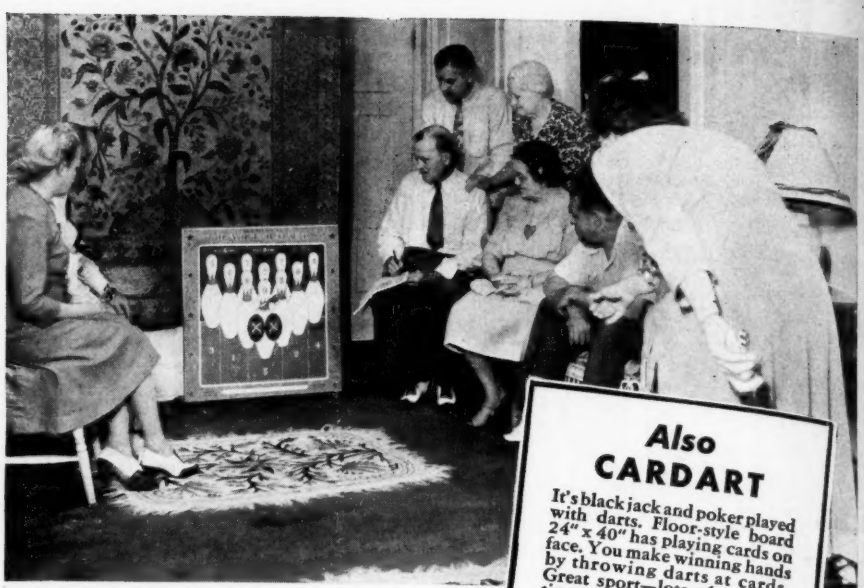

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The Journal of

Health and Physical Education

E. D. MITCHELL, Ph.D., Editor

VOLUME 13 | OCTOBER, 1942 | Number 8

IN THIS ISSUE

Articles

A Challenge to Physical Education — *Howard A. Campion* — 443
Building Strong Bodies — *Jay B. Nash* — 445
Studies and Measures of Physical Fitness — *Percy M. Dawson* — 446
Principles of Curriculum Revision in Physical Education — *John F. Bovard* — 448
Vitalizing Health Education Through Improved Instructional Programs — *Mabel E. Rugen* — 451
Wartime Commission Report — *Committee Report* — 454
Implications for the Conditioning Program — *Josephine Rathbone* — 457
A Manual on Physical Fitness — *N. P. Neilson* — 458
Water Pageants — *Grace B. Daviess* — 460
Motion Pictures as Teaching Aids — *Ruth B. Glasson* — 463
Health Education Activities of the Government: Departments of Labor and Agriculture — *Committee Report* — 466
Health and Physical Education in a Rural School System — *Dorothy Drayna* — 468
The Arts of War — *Robert O. Parks* — 469
Military Values — *C. Ward Crampton* — 472
A Program Supplement—a Toughening One — *Ruby A. Holton* — 473
Physical Fitness and the "Schools at War" Program — *Nancy Larrick and Dorothy La Salle* — 475
Flag Swinging as a Physical Education Activity — *Bettie Walters* — 476
The Role of Intramural Athletics in Total Defense — *Carlton H. Reilly* — 478

Editorials — 464

Features

How We Do It — 484
It May Interest You to Know — 488
New Books Received — 504

News

National Association News — 479
Southwest District Association — 479
Central District Association — 480
Therapeutics Section — 481
Midwest District Association — 481
Dance Section — 482
Southern District Association — 482
Women's Athletic Section — 483
Eastern District Association — 483

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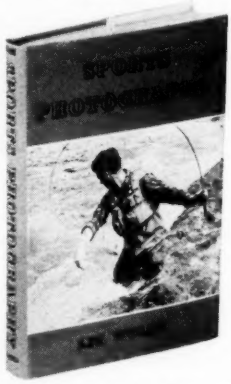
By **LEE WULFF,** Author of "Lee Wulff's Handbook of Freshwater Fishing," "Leaping Silver," "Let's Go Fishing"



The camera and the sportsman go hand in hand and the joy of the sport is greatly enhanced by the ability to take pictures which will serve for years as a picture record of many exciting experiences.

In this new book, the author well known for his outdoor writings, sports motion pictures, and sports photography, outlines general procedures to be used in securing exceptional pictures rather than describing technical routines for any given situation. It brings to the reader an understanding of the problems he will face, shows how to make the most practical use of the equipment he has available. The book presents the essentials of the theory and practice of taking good pictures and is thus of equal value to both the beginner and expert.

The text is illustrated by 109 superb sports photographs in all fields and included with each picture is the technical data pertaining to each photograph.

THE CONTENTS: Introduction, Hunting and Fishing; Skiing, Skating, Hiking, Mountain Climbing, Riding; Water Sports; Games; Flash Bulb Photography; Kodachrome and Kodacolor Photography; Relation of the Camera to Sport; Dark Room Wizardry; Film and Filters; Equipment; Care of Equipment.

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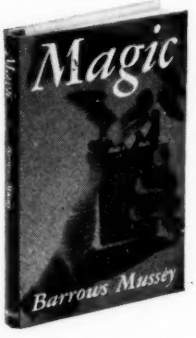

Here is a practical and fascinating book which shows you how to master simple and complex conjuring tricks for your own pleasure and the entertainment of your friends. The author stresses the proper presentation of magic stunts and tricks, rather than the mere mechanics. He shows you how to progress from comparatively simpler tricks to those which require diligent study and practice. In the majority of the tricks described, little or no equipment is necessary for their successful presentation. Everyone, young or old, loves to watch white magic.

THE CONTENTS: What Makes a Magician, Between Courses, After the Bridge Game, Coin of the Realm, Miscellaneous Parlor Miracles, Hail and Farewell.

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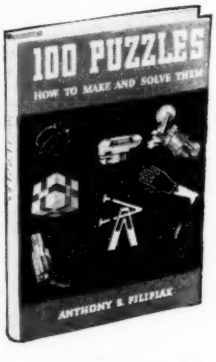
By **ANTHONY S. FILIPIAK**



Puzzles will always be fascinating because they are man-created problems that challenge one's ingenuity, initiative, skill, intelligence and patience. They neither ask nor demand physical prowess, mental aptitudes, and are not limited to any age group.

The materials for the construction of the puzzles in this book are not expensive—a jig saw in the basement, sandpaper, a pocket knife, a few basic tools like a saw, plane, vise, pencil, mitre box and a modest supply of lumber—this is about all that is needed. It is fun to make the puzzles and more fun to solve them.

THE CONTENTS: Ten Shifting Block Puzzles, Ten Straight Line Peg Puzzles, Ten Circle Peg Puzzles, Ten Checker Board Puzzles, Solitaire and String, Ten String Puzzles, Ten Glass Topped Boxed Puzzles, Seventy-three Combinations of the Six-Piece Burr Puzzle, Ten Wood Design Puzzles, Wire Puzzles, Ten Geometric Design Puzzles, Ten Miscellaneous Puzzles, Solutions.

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THE SCIENCE OF COACHING

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The techniques presented are based upon years of successful coaching. The book is designed to provide the coach with proven methods to meet the coaching problems of basketball. Included are special maneuvers for particular situations, player selection and methods of teaching. Scouting, practice programs and training principles are thoroughly explained. The coach also will find hints on how to develop 'fan' and spectator interest through the medium of clinics. Especial attention is paid to psychological methods of building and maintaining team spirit, loyalty, and the 'desire to win.'

THE CONTENTS: Introduction, Teaching Methods, Athletic Administration, Coaching Philosophies—Offensive Styles and Comparisons, Defensive Styles and Comparisons, Building an Offense, Building a Defense. Coaching Methods Problems Applied Technique—Conditioning and Training, Practice and Coaching Methods, Game Techniques, Tournament and Other Problems. Qestions and Answers—Coaching Hints, A Clinic Outline.

DRILLS AND FUNDAMENTALS

By **CLAIR BEE,** Basketball Coach, Long Island University

The teaching of fundamentals and skills is the most difficult problem of coaching because players invariably regard such practice as drudgery. Drills are vital to develop sound fundamentals and to keep the team geared to a high point of efficiency between games. You will find a complete set of practice, fun, and pre-game drills designed to keep the practice period always lively. The exercises are camouflaged with competition and game conditions so that player interest is always maintained. The Big Three of the offense—passing, dribbling, and shooting are stressed in a great variety of exercises. Defensive measures such as guarding, backboard recovery and body balance are also given careful attention.

THE CONTENTS: The Basic Fundamentals—Introductions, Coordination Calisthenics. Individual Applications Defense—Fundamentals, Drills. Individual Applications Offense—Shooting, Passing—Dribbling—Cutting—etc., Drills, Two and Three Man Plays.

MAN-TO-MAN DEFENSE AND ATTACK

By **CLAIR BEE,** Basketball Coach, Long Island University

The development of the defense is traced from its origin to the present day and the author describes the strength, weakness and the original principles as recommended by the founder of basketball, Dr. James A. Naismith. Particular attention is given to recent developments such as "pressing," "switching," and other defensive combinations. Attack methods which have been evolved to meet these defensive variations are outlined in detail. The held-ball, center-jump, out-of-bounds, and other auxiliary plays are diagrammed and described. The quick-break and methods of halting the various types are thoroughly discussed. Attacking methods outlined include the post, double post, double pivot, give and go, and screen.

THE CONTENTS: Introduction, The Evolution of Man-to-Man Defense and Offense. Individual and Team Principles of Man-to-Man Defense. The Modern Man-to-Man Defense, Variations of the Man-to-Man Defense. Attacking the Man-to-Man Defense—Offensive Principles, The Screen Attack and Its Defense, The Pivot and Double Pivot Attack and Defense, The Post and Double Post Attack and Defense. Attacking the Man-to-Man Defense Variations—The Switch Defense and Attack, The Pressing Defense and Attack, Floating Principles and Meeting Them. Auxiliary Plays, Miscellaneous Attack Formations.

ZONE DEFENSE AND ATTACK

By **CLAIR BEE,** Basketball Coach, Long Island University

Methods of application, of zone defense and attack, strength, weakness, player requirements are among the basic subjects covered. Attack formations, proven by actual game usage, are illustrated and described. Auxiliary plays are included together with a study of the quick-break and methods of halting it.

Teaching aids are included which will be of great help in assisting the development of player and team efficiency. Special formations and unusual combinations are carefully described. The coach may make his variations to suit particular situations.

CONTENTS: Introduction, The Balance Wheel, Zone Development. Principles and Fundamentals—Strength and Weakness of the Zone, Auxiliary Plays, The Quick-Break Attack and Defense, Offensive and Defensive Zones. Basic Attacks, The Three-Two Formations, The Two-Three Formation, The Two-One-Two Formation. Variations and Their Attack—The One-Three-One Formation, The Two-Two-One Formation, The One-Two-Two Formation. The Three-One-One Formation, Combinations. Team Applications—Defensive Fundamentals, Defensive Drills, Offensive Fundamentals, Offensive Drills.

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A Challenge to Physical Education

By
HOWARD A. CAMPION
Assistant Superintendent
Los Angeles City Schools

AMERICA'S greatest problem today is how to preserve free institutions while meeting the threat of regimented societies. Democracy is not committed to pacifism by an inherent logic. Government by discussion means that in internal affairs differences will be settled through methods short of violence, but it does not follow that a democratic government is untrue to its own tenets if it takes up arms in defense of democracy or in offensive action against nations that threaten the very existence of democracy throughout the world. And America *has* taken up arms and *is* standing firm against the destruction of our rights and our traditions of freedom. The moral code upon which our society is based will be assured continuance by the use of force; the call to action has been issued and every sector of American life including American education has responded in an all-out effort. The gigantic task before us will call for a readjustment of our attitudes and our interests; it wil' call for new emphasis on the importance of manpower and the efficient and effective participation of every person in the nation's effort in order that we may successfully meet the impact of war. Herein lies a great challenge to those who are responsible for the public program of physical education and health—to those who are called upon to furnish leadership in building a strong and aggressive citizenry.

It is not the purpose here to attempt to fix blame for any shortcomings in our present program of physical education nor to raise a mournful wail about the inadequacy of our manpower. It is possible, however, to profit by our own experience, including our mistakes, and the experience of other nations who have realized, in some cases too late, that the safety of a society depends upon the physical ability of its members to fight. Thomas Kernan, the Paris editor of *Vogue,* makes some pertinent observations on this subject in his recent book, *"Paris* on Berlin Time."

The defeat of France reveals in cruel light the bankruptcy of a creed and the failure of a profession. The creed is pacifism and the profession I speak of is public school teaching. If I were asked what group in France, aside from the political leaders, was chiefly responsible for the conquest of France, I'd have to answer: the school teachers. This is a severe indictment and I would hesitate to voice it if the evidence were less convincing. Certainly out of 133,000 French schoolmasters—for teaching is a man's job in France—there were many thousands to whom this statement would not apply. They fought honorably in battle and they were ready to give their lives for France. Unhappily for France, they were in the minority. The record shows that after demoralizing French youth—openly advocating slavery instead of combat*—the school teachers at the end practiced the weakness they had preached. They left France to stagnate in the years between wars; finally they deserted France on the field of battle. They preferred slavery —they got it. Led by a number of outstanding intellectuals whose brilliance, it often seemed, was chiefly utilized in the enervation of the French spirit, these teachers siphoned down into the minds of the youth a gospel of hopelessness and cowardice.

I do not mean to be facetious when I say that the average young Frenchman did not learn how to play ball until the French defeat. This is a simple and literal statement of fact. The "playing fields of Eton" had no part in the building of French character or tradition. The young Frenchman had almost as much interest in athletics as the American youth has in Egyptian archaeology. In wealthier circles a little tennis, perhaps, might be played, but this was strictly an eccentricity of the rich as far as the bulk of French youth was concerned.

There is very little of a sports tradition in bourgeois France, and the schools have meticulously avoided its development. The typical schoolmaster is horrified at the suggestion that an hour or two of the day should be given over to games, and the French student would find the notion ridiculous. Schools are seldom if ever equipped with a gymnasium or an athletic field. The French school day began at eight o'clock and with an hour's intermission at noon continued until four in the afternoon. The studies were real and earnest; the classics did not brook any competition with less serious interests. The thin, rather pale scholar is by no means the exception in the classroom that he is in America. The excitement shown by the American boy in baseball and the English boy in cricket or rugby has no parallel among the French youth.

The calamity howlers have no doubt overemphasized the softness of American youth. Evidence is already at hand which gives the lie to any statement of weakness or cowardice on the part of our soldiers or sailors. It must be admitted, however, that too large a proportion of our youth have failed to meet the physical standards of military service—evidence that much of our physical education has been robbed of its effectiveness by dilution and curtailment. With no intent of excusing these inadequacies it is possible to point to certain causes of this apparent softening of our program.

Program Lacking in Effectiveness

The first influence which has helped to sap the red

(*They were in politically profitable company. Had not M. Leon Blum written: "The more danger in the world, the more must disarmament be achieved.")

blood from our physical education program is the great American sport of suing the school board for damages. When Johnnie falls off the parallel bars and scratches his elbow, some shyster lawyer gets busy with the parents and they file a suit against the school officials for negligence. The school trustees, naturally averse to the political publicity as well as the financial jeopardy involved, order the use of the parallel bars discontinued. As such lawsuits pile up the restrictions on the program become more severe, and eventually we retire to marching, shuffleboard, and Chinese checkers. One by one, we lose apparatus activities, boxing, wrestling, interscholastic contests, and end up with a lovely lacy-pants affair. To combat this influence will require an adequate program of public education and the understanding cooperation of legislative and judicial officials.

A second cause of curtailed programs is found in the perennial budget battle. The attempt to keep down school costs results in insufficient funds for equipment, overloading of teachers, reduction of time allotted to physical activities and inadequate health examinations and guidance. It should be recognized that the budgets for the coming year will reduce to a minimum all expenses not directly related to the nation's war effort. There is a challenge here to physical educators—can you make your program indispensable to the program of national offense?

Curriculum construction and control are responsible for a third influence toward curtailment of physical education and health activities. As in France, we have among our educators those who will brook no interference with the "core curriculum." There are those to whom the "solids" are all-holy and must be provided ahead of all else whether the learner has a body or not! Thank goodness, this menace is on the wane and the war will do much to impress administrators with the understanding that we are dealing with *physical* beings and that intellectual accomplishment is of little value without physical and emotional support. To quote Frank Knox, Secretary of the Navy:

> From the experiences the Navy has had in examining men for service, it is clear that our educational institutions have tended to neglect the physical education of American youth for their intellectual development. The two are really interdependent, and it must be emphasized that the time to build up the health of these young people is in school. Only in that way will they be completely fitted to serve their country—only in that way will we bring about the national stamina and the national teamwork which is the foundation of effective national defense.

The Horizons

We now have the three-fold task of creating a strong military organization, of promoting an all-out industrial effort to back up the armed forces and at the same time of protecting a long range program of values that will enable us to win the peace as well as the war. In this triple responsibility those engaged in health and physical education will find many new opportunities for service. Only a few can be mentioned here.

Physical Fitness.—There are two aspects to this field of service—first the development of health foundations in the child population and second the maintenance of repair programs for adults. Both involve an understanding that physical fitness is something more than muscular strength. One writer has defined physical fitness as the adjustment of the whole individual to his needs in physical life. This requires attention to his nutritional status, to resistance to disease, flexibility, motor skills, circulatory and respiratory functions, all in terms of his body build and body characteristics, and all related to the demands of his responsibility in a world of work. Considerable progress has been made in meeting these needs among children, but there remains a wide open field for some real leadership in developing and maintaining physical fitness among adults.

Physical Training for Enlisted Men.—One of the most pressing needs in all branches of the service is that for leadership in physical education. The Army, the Navy, the Marine Corps, the Air Corps, all are searching for capable directors. The Army needs thousands of such leaders. The Air Corps expects to provide a physical director for every five hundred enlisted men and one for every 250 cadets. Not over half of the needed personnel has yet been obtained. In many cases the physical training is of necessity delegated to wholly unprepared individuals. One group recently experienced difficulty in carrying out the order of a green officer when he commanded "hips on shoulders, place!"

Home and Community Needs.—There will be a great need for leadership when blackouts occur. If large numbers of youths are herded together in air raid shelters or in the "safety zones" of schoolhouses it will be necessary to provide something to keep them busy. Music, song, games, dramatics, story telling, and social activity will call for the type of guidance that can best be provided by trained recreation leaders. If the war lasts long the task may be so great that our professional workers will be inadequate in number and it will be necessary to train probably a half million volunteer leaders. It will require wise planning for guidance in free-time activities both in the air raid shelters and in the home if we are to avoid an increase in juvenile delinquency.

Nutrition.—The wise selection and use of food is definitely a part of physical and health education. Most people are still at the mercy of their habits, their appetites and their whims. Since our present adult generation is not well informed on the principles of nutrition, we cannot depend upon parents in the home to teach correct food habits and adequate knowledge of food needs. Here is a responsibility for the schools—a task that must be undertaken at all levels—child, youth, adult.

Women in Industry.—Women are being inducted into factory work at a rapid rate. Certain large concerns, chiefly in the field of aircraft manufacture have, during recent weeks, indicated plans to employ large groups of women workers on simple mechanical jobs, on sub-assembly work and instrument making. For many of these women, factory work will constitute a

(Continued on page 502)

Building Strong Bodies

By
JAY B. NASH
President of the American Association for Health, Physical Education, and Recreation

"BUILDING Strong Bodies" is the theme chosen for the third day of American Education Week. This offers a great opportunity for our profession. Let us take advantage of it to the utmost—see your school superintendent or whatever administrative officers you may work with and make your plans. In the September issue under the title of "A Call To Service" are quoted a number of outstanding national leaders on the special emergency.

Would it be possible to put on a Commando Program—or perhaps to use the American adaptation, a Ranger Program? If possible, this could be done over open country or it could be set up artificially on the playgrounds or in the schoolyards. It should involve running, jumping ditches—real or chalk-marked—climbing walls, climbing trees or ropes, or dodging. The dodging handicap might be a fellow competitor, demonstrating how to do a forward roll on a fall or a backward roll on meeting an opponent.

Even with an adequate physical examination which will be more and more difficult to get, it is probably wise not to make "time records" the chief incentive. Let a boy set his own pace and avoid the danger of exhaustion.

Standards of skill strength, high enough to be incentives, should be set. These could be based upon the actual records of service men examined by the various branches of the armed forces. It should be kept in mind that the principal deficiencies found in the young men, were weakness of *shoulder girdle* and *abdominal muscles* as well as *low endurance* which really means *inadequate heart power*.

A mass demonstration of activities which involves strength, skill, and endurance should be put on for the girls. Our young women are going into not only the Army and Navy, in large numbers, but they are taking their places on assembly lines and in numerous civilian positions.

THIS American Education Week may be an impetus to do a number of things. The following are suggested:

1. Call a meeting of the local professional society.
2. Lay plans for a state meeting, designed to forward the work of the entire state.
3. Plan a community meeting—this problem has to do not only with the school but with the community at large.
4. Lay plans to inaugurate or strengthen your state law and state supervisory staff.
5. Plan with your administrative officials for a full hour a day for physical education in the junior and senior high schools—more in the elementary schools. School administrators have the backing now of practically every Army and Navy leader, state governors, and the President of the United States. If with all of this backing, physical education cannot be put in its proper place, it never can be.
6. Even an hour per day must be supplemented by several additional hours of walking, preferably jogging, to school, and vigorous athletic games in the schoolyards and playgrounds.
7. Saturday and Sunday should be utilized for long hikes with emphasis on length of time, rather than on speed; bicycle riding whether with a work or a play motive; working as errand or messenger boy will supply valuable power-building activities; farm work involving pushing, pulling, lifting, and running activities is valuable.

Get in the time, forget about its conventionalities—it doesn't have to be one hour a day, it can be several hours during the week and the rest concentrated over the week-end. Don't try to make a clear-cut decision between physical education and recreation because as soon as you give any activity a real motive with an inner urge—it is recreation.

Contact your local American Legion, Parent Teacher Organization, and the Community Councils. This is a total community job; the public playgrounds and private institutions have just as much a place in the whole program as do the schools.

For additional information and help for "Building Strong Bodies" day and throughout the year contact:

1. Publications on American Education Week. These can be procured from your school principal or superintendent, or by writing Mr. Lyle Ashby, Assistant Director, Division of Publications, National Education Association, Washington, D. C.
2. Physical Education Manual, U. S. Office of Education, Federal Security Agency, Washington, D. C.
3. Analysis of reports of Physical Examinations National Headquarters, Selective Service System, Washington, D. C.
4. Digest of State Programs, and other materials, U. S. Office of Defense, Health and Welfare Service, Division of Physical Fitness, Washington, D. C.
5. Requirements by State Departments of Education

(Continued on page 492)

Studies and Measures of Physical Fitness

By
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THE part of this general topic which has been assigned to me is that of cardiovascular responses to exercise in relation to physical fitness. That anything new, anything which you have not heard a dozen times during the last three months, can be said on this topic is exceedingly improbable. But at the present time the demand is for utility rather than novelty. So if what I say is already familiar to you, the chances are all the greater that it is important, and at present we do well to concentrate upon a few important things.

From the large field of cardiovascular reactions I have chosen to speak of the pulse—nothing but the pulse, and not very much about that.

Importance of Pulse-Taking

Some time ago a physician wrote to the *Journal of the American Medical Association* as follows:

"I am treating a girl, aged 13, for typhoid. Her illness began May 4 and ran a typical course, lasting 5 weeks. . . . A gradual convalescence has been maintained, but the pulse keeps persistently up in the nineties, ranging from 80 to 104. . . . The rapid pulse does not cause symptoms. . . . Should I allow this patient to assume her regular routine and return to school even if the pulse keeps up? Might this pulse rate be normal for a rapidly growing and developing girl?" (*J.A.M.A.*, Oct. 10, 1931). How would *you* answer such a question?

In 1939 there appeared in the same journal (113: 1121, No. 12, Oct. 16) an article entitled "Simple Tachycardia in Children," by R. A. Lyon and Louise W. Rau. This article gives a summary of the literature and reports 10 cases, age 10-12, (9 girls and one fat boy). Here are the pulses: the boy 116, 5 girls 120; 3, 130; 1, 140. In the literature reviewed by these writers we find among 1,965 children, from 6-14 yrs, 3.7 per cent with pulses above 110 per minute! (Tezner, *Med. Klin.*, 1928, 24: 1117-1120.)

Don't think that these facts apply to children only. Thomas Addis, 1919, found in 1,000 recruits 7 whose resting pulses averaged 114; 37, 102; 78, 94.

What is one to do when pulses of healthy people may be found all over the scale like this? The obvious answer is, "Count them." Does it not seem to you that physical educators might require that their pupils know all about their own pulses? They are expected to know their telephone number, the capitals of the states, and the authorship of Hiawatha. But can we ask John Doe, "What was your pulse before you had typhoid?" or "How does your pulse behave after a game of basketball?"

In urging that we count or have counted all the pulses within reach, I am fully aware of the fact that the pulse rate does not depict the whole of the cardiovascular story. Careful workers (e.g., Albert and Klaus, 1939, Csinady and Purjesz, 1940) affirm that only after we have applied a whole battery of tests such as the *X*-ray movie with double Valsalva, the simple Valsalva with the sphygmomanometer (Burger test), and the electrocardiograph can we predict with reasonable assurance the cardiovascular condition. Be it so. Our task is to do all that can be done without these appliances. Our message is to those many, many persons who cannot obtain these instruments and would not have the time to use them, if they could. Such persons are thrown back upon the simpler proceeding, viz., the palpation of the pulse.

Technique of Pulse-Taking

Pulse-counting is simple compared with other techniques in physiology, e.g., those of the sphygmomanometer, electrocardiograph, and *X*-ray. But simple as it is, the taking of the pulse is not exempt from the possibility of error. Take warning from an article by Slater-Hammel and Butler, 1940, (*Res. Quart.*, 1940, 11:2:18). But perhaps I should also say take comfort from the article by Larson, 1939, (*J. Exper. Educ.*, 1939, 7:2:214) who finds his own reliability is .9715 for the pulse of the standing subject. But even in Larson's article the objectivity of pulse-counting is only .7183 when the comparison is between the readings made by a number of students!

The great clinicians of the past did not simply count the number of beats per minute. Their practiced fingers told them also of the character of the wave, the sudden rise and slow fall were distinguished from the slow rise and rapid fall. They detected the dicrotic wave, the appearance of irregularities and extra systoles and they tested the stiffness of the arterial wall and sometimes distinguished between this and high blood pressure.

With the introduction of modern instruments, the detailed study of the pulse by palpation was naturally in part replaced by newer and more exact methods.

Consequently the art of pulse-taking has suffered neglect. But though we still determine the pulse rate by palpation, we often do so in a very perfunctory way.

Our students and nurses at the Johns Hopkins Hospital were taught to take the pulse with the hand on the ulnar side of a patient's wrist and the palpating fingers pushing the radial artery against the radial bone. In the last 20 years I have not met any nurses who employed this technique. On the other hand, I have seen much careless and erroneous counting. It is a platitude often forgotten that statistical methods cannot improve the quality of the original observation.

Accurate pulse-taking requires practice. Our inaccuracies may be of less consequence if we take the pulse for a whole minute. But if we try to take and record the pulse for every 5 seconds for one or more minutes, then even the smallest inaccuracy ceases to be negligible. Then too, we should learn to take the pulse in various arteries, e.g., brachial, carotid, temporal, etc.

The technique of pulse-counting is of value to us not only in the physiology of physical education, but also in first aid and in the impromptu nursing which we are sometimes called upon to perform.

Effects of Training

The effect of training on the pulse rate varies somewhat with the individual. In a study of 40 football players, Middleton, 1915, found 7 whose pulse rates were higher after the season than before it. In the remaining 33, the pulse rate had fallen. I was 43 when I began to make determinations upon myself. As a result of 14 3-mile runs in 35 days, my afternoon pulse dropped from 61 to 52. Thus I was in the same category as the 33 football men above mentioned. But how about these 7 men whose pulse rates rose?

Ackermann, 1927, threw light upon this matter. His material consisted of 19 junior and 17 senior oarsmen. Here he found the decrease of pulse rate more pronounced in the older group. This observation has been confirmed by Herxheimer, 1930. Apparently there are especially among the younger men a few whose pulses rise with training.

This would be a matter of small importance were it not for the fact that the increase of the pulse rate is regarded as an evidence of staleness (McCurdy, 1909). Obviously before this test can be applied, we must know to which category a given subject belongs. It is only in the case of those whose pulses are lowered by training that the McCurdy test of staleness is valid. It is equally obvious that the determination of the category to which a given subject belongs can be accomplished best by a continuous study of the subject's pulse either by a coach or by the subject himself.

I cannot, however, leave this topic without a word of warning. It is possible, though I think not yet proved, that *every* time the pulse rises with training the subject has overdone; that, in other words, McCurdy's sign is always valid. But until more observations have been made the preceding paragraph may be tentatively accepted.

In passing let me call your attention to the fact that a relation exists between pulse rate and the sort of exercise. Buytendijk, 1929, found slow hearts especially common among endurance athletes, e.g., oarsmen, long distance runners, and ski runners. He finds 60-66 not uncommon, below 60 not rare and below 50 occasional. On the other hand, weight lifters often have rapid pulses. In 9 of 15 subjects, pulse rate was over 80 whereas of 92 runners and cyclists only 4 reached this figure. That the pulse rate is influenced by the exercise itself seems unlikely from the following circumstance. According to Krestovnikov, the participants in the different sports have different types of nervous systems. The latter have been studied by the method of striking out certain letters on the printed page. The men who sprint do the task quickly, are fidgety, and make many errors. The runners of 3,000 m. or more are slow, quiet, and accurate. They have a strong, quiet type of nervous system. The middle distance runners come between and the discus throwers between the middle distance and the long distance runners. For example, the average for 5 minutes is 2000 letters, the sprinters do 2,500-2,700 while the long distance runners do 1,000-1,200. These types of nervous systems correspond to the types of physique described by Kohlrauch. All this holds good for both men and women. In high altitudes one's nervous system moves toward the sprinters' end of the series.

All this suggests that the characteristics of resting pulse rate, build type, reactions to the test of letter cancellation, and athletic specialty form a single group. Much more work should be done on this subject before the thesis can be made with assurance. I offer this as a thesis subject to anyone who cares to pursue the matter.

The behavior of the pulse rate during exercise has been studied by Schneider and Crampton, 1940, (*Am. J.P.*, 1940, 129:165) who report as follows. Untrained subjects sitting on a cycle-ergometer, pulse rate 82, working 155. The corresponding figures for the trained are 61 and 129. Here the rise in the trained is proportionally greater than in the untrained, 111 per cen and 89 per cent. But the trained have this advantage, viz., that the absolute rate is low, 129, so that there still remains a large factor of safety, the limit being set at 180. The significance of this limiting figure is that with a pulse rate of 180 and over the cardiac diastole becomes so short that the reduction of the filling time begins to cut down the minute volume and thus establishes a vicious circle of increasing heart rate and decreasing filling with minute volume falling continuously.

A second difference in behavior of the trained and untrained man is the more speedy return of the pulse rate to the resting rate after exercise has ceased. The names of Pembrey, Cook, Todd, Hartwell, and Tweedy are associated with the researches which settled this for us in 1913 and this fact has been made the basis of the pulse-ratio test.

It is only fair to say that some persons (Gemmill, Booth, Detrick, Schiebel, 1931) have failed to find

(Continued on page 493)

Principles of Curriculum Revision in Physical Education

By
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IT MAY seem a bit futile to discuss curriculum revision in times like these. Everyone realizes that we are engaged in an all-out war and that this is our opportunity to show how effectively we can contribute to the needs of our country. To discuss some principles underlying any plans for revision of courses may seem wasted effort, when rather our energy should be spent on getting specific results, not trying new methods which may possibly lead to confusion. In other words, why rock the boat!

What is happening in the production of necessary war time ship building may display a parallel which may justify at least some discussion of desired changes in methods and procedure. We all know the way to build a ship, is to lay the keel and build up a superstructure from this foundation. A certain order is necessary as piece by piece is added until months or even years later the completed vessel has slid down the ways. The finishing touches yet must be given before she goes out to fulfil her function. This is the way ships have been built for centuries. It is the way to build ships.

But in the urgent necessity of the present situation more ships, built in less time, are needed. One way to meet the demand would be to have more shipyards, more workmen, working on the traditional plan. Another way would be to forget the old methods, find new means, new ways to fabricate a ship. And so it is. Today, in some shipyards, the ship is built in parts, in different areas of the yard, some sections of the ship are better and faster welded together by constructing them upside down. Later by heavy cranes the pieces are brought together and welded into a unified whole. A new ship has been made ready for service in 105 days instead of the 197 which was considered fast time.

The traditional way of doing things becomes the starting point for some new thinking, some new methods, and perhaps a better product, but there any analogy ends.

MANY attempts at curriculum revision have been made but often these simmered down into debates on names of courses. Shall we call some course the "Theory of Physical Education" or "The Principles of Physical Education"? Shall we attach 3-semester or 2-semester units of credit to our course in "Physiology of Exercise"? Today, what is presented here is not concerned with any such controversies, neither course names nor course credit, and very little with course content. The thesis is framed around the question of the method of presentation and the way of making the curriculum function for students seriously engaged in training for the profession of Physical Education.

Our first assumption is that the curriculum is primarily for the student. It is the student who is in the focus of the curriculum. It is he who is being educated. It is our concern to see that the student has available materials with which to work and training in the methods for work. We are helping him to attain all education which shall be useful. *He* has chosen to become a teacher in a special field of education and so *he* must make the effort to understand education in general and physical education in particular.

But, the center point is the student and what he attains. Too many times students think of our curriculum in terms of courses, units and grades. Completion by passing such hurdles and accumulating so many units, with so many grade points becomes more important than the ability to think correctly, to evaluate materials, and to make wise selections. Passing courses only to forget them in order to give more time to pass more courses seems to be the progression in education with many students. And our curriculum requirements seem to encourage this point of view. Our criticism is that a modern education does not do much for the men and women who are prospective teachers. Facts, figures, isolated materials become more important than the person who uses these. Our curriculum and its handling should keep in mind that the student is attempting to educate himself with all the help at his command. The product of our curriculum is a self-educated individual, not a student filled with facts from an erudite faculty, facts, the meaning of which he has done nothing toward digesting.

AS a second assumption, the curriculum must be based on some sound philosophy. This is easily said but hard to carry out. With a philosophy of

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physical education accepted, we all agree certainly that the curriculum must be constructed to include the principles of such a philosophy in actual practice. If we are more interested in a student educated product, it is not our philosophy that is at fault but the structure of the curriculum that needs revision and reevaluation.

Here and there sporadic efforts have been made to change curricular mechanics hopeful of a better result but in the main most of us could very well compare our catalogues of 1942 with those of 1922 and feel very much at home. Things done in the past are not necessarily wrong but the economic and social conditions of a changing world have brought a demand for some new understandings. The past methods, therefore, should be scrutinized and we should have the courage to discard, eliminate, and revise.

The past has made traditional patterns in our procedures, there has been a *regular* way to do things, standards have been set often on the packaging of materials. If for instance some institution has been successful with a certain type of course, then all institutions feel that this must be right. Or we have taught courses in "Kinesiology" or "Physiology of Exercise" for thirty years and therefore we must continue such courses and credits. It must be right because our catalogues have carried the course for a generation.

Reevaluation must not be done in terms of past usefulness. It must be done from the standpoint of our present need, our present philosophy and the kind of a product we expect to turn out. The mark of education is the ability to change. The past experience is often cherished because it has become traditional to do it this way or that way. It takes courage for a shipbuilder to build a ship in parts and upside down but it is being done successfully.

What is the reason for our curriculum? It is to produce students who are self-educated, with self-assurance, capable of thinking clearly, functioning in the education of other persons. It is not enough to think of the students as well prepared in skills, theory, technique, and fine ideals, it is not enough that they be well educated but we must remember they are concerned vitally with the education of others. Experiencing a training is part of the equipment for helping others in the process of gaining an education. To accomplish this end we must reevaluate our offerings on the basis of their usefulness. We must be prepared to scrap courses, change procedures, institute new methods, give up personal claims to subject matter. Revision of the curriculum used to mean the same thing with a new title or new course numbers or changed units of credit, but it was the same pattern.

Today if we are to accomplish our ends no such temporizing can be done. It means an honest, thorough, cut to the bone investigation and a subsequent reassembly of materials, into a functioning scheme, all units of which bear on the encouragement of the type of student-product we are anxious to turn out.

OUR third assumption is that teaching and curriculum must be geared together. Revision calls for a curriculum reevaluated on the basis of the product we want to produce. But what is the function of a faculty? Is it to *"pore in"* the facts? Is it to set certain *minimums of information* that each student must have to graduate and see to it that he gets these? Is it the faculty's business to outline the facts in each area of knowledge that must be mastered? Is the faculty member to be the *authority* to which the student must turn for verification of facts and figures? Is it to be hoped that the student will in turn teach courses to his students just like the courses he passed? To all of this there should be a hearty *no*.

The student should see in the faculty *other students* somewhat older, more experienced, but students, who are still interested in learning, who are adaptable and who are genuinely interested in the progress of physical education.

The faculty as teachers and the curriculum as a guide should be helpful to the students in many ways. Very early in the student's career he should grasp the idea as to what he is after in selecting this profession. He should see the teacher at work and think of himself in a similar position. The student should have very early training, some experience, whether large or small, in actually doing some teaching, getting a feel for the job.

The relations between faculty and student need to be close. The faculty should see the necessity to "go along with the student and learn with him." There should be a feeling that each is important to the other to make a successful result.

Again the gearing of teaching and curriculum means that faculty cannot withhold their interest to small areas of knowledge or to small groups of students. There must be for the best atmosphere in the teaching process a feeling that the whole faculty is interested and must participate in the production of the desired type of graduate. A student who visits and discusses subject matter with some other faculty member than the instructor in the class is not disloyal but to be commended for attempting to get another point of view. Faculty should expect from inquiring minds, such procedure and treat the matter with understanding.

NOW what patterns of curriculum can be suggested to go along with the general assumption we have just made? We have said, (1) the curriculum is primarily for the student, (2) the curriculum must be reevaluated in terms of our philosophy irrespective of traditional course setup, and (3) teaching and curriculum must be geared together to get results.

It is perfectly obvious that emphasis must be on the ability of the student to educate himself and to take the prime responsibility for his getting from the curriculum what it has to offer. It follows that not only the student but the faculty also, want to know whether the student is getting what is being offered and what progress is being made in attaining the training hoped for. This means examinations, but of what sort?

In most teacher training the curriculum covers at

least four years, and in many five years. A general glance at the total picture shows that the early part of the training is concerned with backgrounds, fundamentals in skills as well as excursions in sciences, social sciences and physical education. The second phase is concerned with techniques, special technical training in physical education advanced theory, special procedures essential to teaching physical education. What would be more natural than to use these two phases for special stopping points for checking up progress?

To be consistent in presenting this kind of training there should be an examination, comprehensive examination if you please, at the end of the first two years which would test the student's ability to think in terms of the fundamentals. Not an examination in just facts or isolated bits of knowledge but one that would break down the barriers between departmentalized knowledge so that biology, chemistry, physiology, and anatomy would appear not as separate subjects but as one sweep of territory important to a physical education teacher. The examination should be written as well as oral to get the student accustomed to using his knowledge and to be articulate about it. All the staff should accept responsibility for these examinations and if the faculty have viewed their function with the whole school, this should not embarrass the student but emphasize in his mind that the staff work together with students for a proper end result.

Students failing in such examination should have the responsibility for bringing up the poor preparation by tutoring, by taking class work over or by any other means. They must, however, be able to handle themselves in these fundamentals.

For the students who are about to finish the second section of the curriculum, a second comprehensive would be held, written, oral and practical, on the technical equipment of a teacher. What constitutes a comprehensive examination is well enough known not to spend more time on its exposition except to say that the examination is not to be considered just another hurdle, not just a recital of the facts accumulated but rather a discussion of the significance of the techniques, the interpretation of theories studied, the philosophy the student has developed, the comprehension of this profession which the student has chosen. These examinations are the culmination of years of study, the indication of the education the student has attained, not an ordeal for the sake of being tough, not just to find weak points as much as to find strong points.

But such check-up examinations have significance also for the faculty who have planned a curriculum with meaning for the student. Have the four or five years succeeded in making the student an independent thinker; have they failed to encourage the education process? What kind of product has this experience produced? How shall the curriculum be changed to bring about a better result? The faculty sitting in these examinations might also find some hints for improvement of their own teaching methods or at least make them sensitive to their own shortcomings.

Our main job is in the teaching field. The student should find out early that this is a teaching job. The check-up examinations should demonstrate how well this idea is being absorbed and how completely it is dominating the student's education.

The student can expect to get from the faculty certain things of value. The faculty can open up new vistas to the inquiring mind, they can suggest new areas of research. The faculty can by precept and example inspire good students to accept the importance of self-education and the standards necessary to keep their work sound and good. Students in classroom or discussion groups can observe the faculty treat facts and situations as *experienced scholars* and profit by their expert analysis. *Students* should see in faculty not encyclopedias of useful knowledge but experts in methods, scientifically sound workers who can assist *them* to attain also sound methods and scientific practices.

The examinations are then the demonstration of how much of this education process the student has absorbed and incorporated into his own thinking.

THERE are several reasons why revision of a curriculum is a hard task and discourages most enthusiasts who sincerely try to make one.

Foremost among the barriers is the traditional pattern of American education of dividing all teaching into courses with certain specified units of credits. To be considered a *standard* institution means certain courses must be given by all schools.

Another condition that hampers thinking in terms of change, is the accounting system whereby all students must accumulate 120 units, no less, for graduation and these units must bear certain denominations of value as grades. Good grades may neutralize bad ones. Grades are a necessity. "Pipe" courses must be found to get a good grade to offset a poor grade. Often the "Grade-Motive" tends to swamp out other reasons for which a course might be taken.

In the matter of courses some institutions tend to develop a pattern of course offerings. The courses crystallize and harden so that year after year the same materials and the same point of view is handed out even though the thinking in the non-academic civilian world has passed on. The importance of grade-getting has become a prime objective so that students hand back the instructor his own words or study what they think will bring a grade and lose sight of what educational values the period of study might have for them. It might even be said that instructors enjoy the "grade giving function" as it reflects a certain generosity of spirit or shows how tough they can be.

But this crystallization prevents change, makes it harder to revise and the only way to accomplish this is to forget the old and make a complete break. When we decide to revise the curriculum we usually remodel instead, or rethink the problem. We take the old structure, push in some new material here and cut out some old material there but we lose sight of the fact that sometimes it is the traditional way of doing the

(Continued on page 489)

Vitalizing Health Education Through Improved Instructional Programs

By
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VITALIZING health education through improved instructional programs means organizing and conducting the total school program in such a way that children are given an opportunity to practice—and later to interpret—those principles of living conducive to effective learning, to normal growth and development, and to healthful living. It means conducting the program so these principles function in the everyday experiences of the children.

Instructional programs worthy of the name focus their attention on the needs, interests, and abilities of the learner. Factors and conditions that influence learning are taken into consideration in planning these programs. When this is done the teaching process becomes more vital, dynamic and effective. Improving the general instructional program in the school contributes to the objectives of health education because many of the factors that influence learning also influence living and living healthfully.

Conditions That Influence Healthful Living

What are the factors that influence learning, that contribute to growth and development, and that condition healthful living? First there is that group with which we are all familiar—those associated with the physical environment like lighting, temperature, ventilation, seating, sanitation, safety, and cleanliness of the physical surroundings within the classroom, shops, laboratories, corridors, cafeteria, gymnasium, lavatories, and other parts of the school building and grounds.

Second, there are the human factors illustrated in the kinds of relationships that exist between teacher and administrator, teachers and children, between teachers, and between children.

Third, the quality of these relationships is sometimes influenced by the way the school day is organized —the length of the class periods and the school day; opportunities for rest, relaxation, and play; teacher and pupil load; rush, excitement, and strain.[1]

Fourth, in addition to these factors there are those related to activities usually described as health services. These are concerned with school policies, procedures, and practices related to health appraisal and examinations of children and school personnel; first aid for injuries; care of children who become ill in school; prevention of diseases; and related activities. Emphasis is placed here on the protection of the child from exposure to conditions that will handicap, temporarily or permanently, his normal growth and development.

Policies, procedures, and practices that make for healthful living in the school and that contribute to the educational use of health services provide the setting for instructional activities and are essential for effective health education. Administrators concerned with vitalizing their instructional programs for health education might profit by appraising this setting with the aid of such questions as:

A. Physical Environment.

1. Does the lighting in all parts of the building meet the recommended standards and do teachers and pupils use effectively the equipment provided for maintaining these standards?
2. Are the seating arrangements for children in the rooms conducive to good posture?
3. Do toilets, wash basins, and drinking fountains meet recommended standards and are children given instruction in the proper use and adequate opportunity to use these facilities?
4. Do classrooms, laboratories, shops, gymnasiums, halls, stairways, playgrounds, instructional equipment, and transportation facilities comply with legal requirements and meet recommended standards for safety? Are children instructed in the proper use of these facilities and equipment?

B. Human Relationships.

1. Is the atmosphere of the school conducive to good mental health?
2. Do relationships between pupils, teachers, administrators, and parents exemplify and give practice in democratic living?

C. Organization and Management of the School Day.

1. Is the school day planned to minimize fatigue, rush, short lunch periods, and tensions, and to provide adequate opportunities for rest, relaxation, play, and creative experiences for pupils and teacher?
2. Are policies relating to attendance, homework and makeup of work missed during absence for illness consistent with good health practice?

D. Health Appraisal of Children and School Personnel.

1. Does the school promote adequate health examinations and follow up for

A Paper presented before the American Association of School Administrators, San Francisco, February 24, 1942.

The ideas and suggestions included in this paper are consistent with those expressed in *Health in Schools*, Twentieth Yearbook of the American Association of School Administrators, 1942; and *Health Education*, Report of the Committee on Health Problems in Education of the American Medical Association and the National Education Association, 1941.

[1] See *Health in Schools*, Ch. III.

pupils and teachers in such a way that they become educational experiences?

2. Do teachers appreciate the importance of continual observation of children and do they have the ability to recognize significant symptoms and behaviors?

E. Injuries and Emergency Illness.

1. Does the school have satisfactory policies and practices for teaching the care of emergency accidents and illnesses which occur in school?

2. Are a sufficient number of the school personnel adequately qualified to give necessary care and does it have positive educational value for the pupil?

F. Prevention of Communicable Disease.

1. Does the school recognize its responsibility for the prevention of communicable diseases among children? Have its policies and practices been developed with the cooperation of the department of health and other community agencies? Have parents and teachers had an opportunity to participate in their development?

2. Are pupils, teachers, and parents informed regarding the significance of these policies and practices?

It is obvious that a school situation in which the kind of practices and policies implied above are in operation presents a setting in which it is possible to make health instruction function. And if pupils participate in these activities they engage in health instruction. Participation in the creation of the conditions implied above is a learning experience in health education.

Planning

How can we plan to improve instructional practice and particularly health instruction to contribute more to health education? The focus of health instruction, like any other instruction, is the individual—his interests, needs, behaviors, attitudes, and information. Health instruction is concerned with helping the individual modify his behavior so that he puts into intelligent practice principles and facts for more healthful personal and community living.

Planning to accomplish this end must be based on a study of individual and group needs, health practices and policies already in effect, and other problems associated with the attainment of the objectives for the health program in the school.[2]

Steps to consider in planning might be:

1. Discussing with selected members or all members of the school faculty the *need* for improved instructional practices and ways in which this may be accomplished so that the objectives of health might be realized.

2. Setting up a functional committee organization, under administrative direction, to outline and define the tasks involved.

3. Developing a basic point of view with reference to health education and health instruction.

4. Determining the health needs of the school and the pupils, also the major health problems of the community.

5. Analyzing and studying data collected and proposing changes that should be effected immediately and those requiring a longer time.

6. Setting up at the outset ways to evaluate progress.

A number of different procedures may be used in determining needs and basic problems. Some of these are:

1. The survey of the factors that influence health instruction and the activities being carried on.

2. Analysis of the child's day, the kinds of things he does in an average day that are related to healthful living.

3. Observation of pupil practices, symptoms, and behaviors that might be associated with physical defects, illness, or maladjustment.

4. Use of paper and pencil tests of health knowledge, interests, and attitudes.

5. Study of records such as causes of absence from school, health examinations, and accidents in school and community.

6. Keep lists of questions children ask regarding health matters or problems of personal adjustment.

All teachers can use these procedures and in their use appraise health instruction. If pupils participate they are helping to find and define health problems, the first step in problem solving.

Content for Health Instruction

Health instructional content includes much more than information about health. It is concerned with personal health practices such as keeping hands away from face, washing hands after using the toilet and before eating, and at other times when indicated; staying away from others when one has a cold, covering sneezes, using one's own handkerchief, towel, cup, toothbrush, comb, cosmetics, wearing one's own gymnasium clothes; selecting and eating well-balanced meals in a leisurely fashion and sanitary environment; resting and sleeping to prevent undue fatigue; spending time out of doors in the sunshine; participating in properly selected play activities; having periodic medical and dental examinations; and protecting oneself against disease. Many of these practices take place outside of the school and are dependent on parent cooperation. It is apparent, therefore, that a healthful regimen for living the 24 hours in the day cannot be expected from the child without parent and school cooperation.

In a democracy individuals have a civic responsibility for community health practices. These include practices related to the proper disposal of waste; pure water supply; immunization and quarantine for preventing spread of disease; home, farm, and traffic safety; pasteurized milk; inspection of food-handling establishments; and similar problems. Willingness of individuals to help effect good community health practices may be influenced by helping them to understand why they are important. Here the discovery and interpretation of factual information from the health sciences becomes an important part of health instruction. Always, however, the facts and information should be related to the everyday living of individuals.

The possible scope of information and knowledge for health instruction is as broad as the field of public health; a field that embraces and applies the findings of such health sciences as bacteriology, epidemiology, sanitation, human anatomy, physiology, hygiene, embryology, genetics, eugenics, chemistry, nutrition, psychiatry, and preventive medicine and the findings of

[2] This implies, of course, that the first task is to determine what these objectives should be for any particular school.

the social sciences such as psychology, sociology, economics, political science, and education as they pertain to problems of human conservation.

From this vast reservoir how select content for the various grade levels and how organize it for teaching?

Selection and Organization of Content

In the early elementary grades it is generally agreed that emphasis be placed on health practices, behaviors and attitudes. Teachers are responsible for utilizing every opportunity to help pupils improve their health practices in school. In addition some attention may be given to the health practices of other people, an understanding of the environment in which they live, and the "why" of health practices. This content may be organized into the time schedule of the day—time and freedom for handwashing, use of the toilet, rest and relaxation, outdoor play and lunches. It may be included in certain units and activities like family living, study of living things, what makes things grow, housekeeping duties in the schoolroom, care of pets, and excursions. Emphasis for teaching is on utilizing opportunities for improving practices as they arise in the everyday living of the child. Readers, pictures, unit study booklets, descriptive accounts[3] of what other teachers have done are helpful materials for the teacher.

In the later elementary grades practices in every day living should continue to be stressed. Pupils may take more responsibility for the healthfulness of the school environment, for safety and for their health behavior in relation to others. More direct attention to subject matter may be given through such areas as social studies, science, language, and physical education. Interests of the pupil in how things are constructed, what makes them go, how people live in groups, discoveries and inventions that have improved living conditions, the romance and adventure associated with some of these discoveries, and big muscle play activities may be utilized in teaching. Again, readers, science, social studies, and hygiene texts, and even arithmetics provide usable informational material if teachers look for it and adapt it. Utilizing community resources, excursions, picnics, moving pictures, and other visual aids, discussions, and committees are good teaching procedures.

Throughout the elementary grades, and especially in the early grades, parent education supplements the classroom activities. Good health practices cannot be established without this cooperation. Proper amounts and kinds of food and sleep, protection from disease and correction of defects are some of the essential practices over which the home has the greatest control.

The selection of health instructional content for the junior high school may center around elementary human biology, community health problems and safety. Behaviors and attitudes are still important but more emphasis should be placed on finding and using facts in understanding the reason for good personal hygiene. Emphasis should be placed on solving personal health problems and problems peculiar to the community in which they live. Content may be spread over each of the grades of the junior high school and in classes or subjects that are required. This might be done by placing certain units of the work in various classes such as general science and biology, social studies, physical education, English, industrial and fine arts, and home economics and agriculture.[4] Auditorium and homeroom periods might be used also. Pupil responsibility for healthful living in the schools and home can be increased. Materials will include all the types suggested for the elementary grades but in addition more attention may be given to the use of community resources such as the health, public works, fire, and police departments; tuberculosis association, Red Cross, hospitals, physicians, dentists, and nurses.

How the services of these individuals and departments contribute to community living and the responsibility of members of the community for these services may be stressed. Group instruction is supplemented by individual guidance on personal health problems.

In the senior high school the content should center around such topics as nutrition; personal-social relationships within the home, at school, and in the community; understanding one's self and others; communicable disease including tuberculosis and venereal disease as a personal and community problem; preparation for marriage; child care; temperance; industrial hygiene; safety in the home, on the farm, and in traffic; leisure time; resources for medical, dental, and public health service in one's community, the state, and the nation; consumer education associated with foods, cosmetics, clothes, and health services; fads, fallacies and misconceptions; health examinations and physical fitness. The interests of adolescents in personal appearance; members of the opposite sex; getting a job, money; participating in solving the real health problems of the school, home, and community in which they live; establishing their independence and own homes may be capitalized on in teaching. Discussional procedures which provide experience in working together, in defining problems, finding facts, proposing and applying solutions seem essential.

While content can and probably should be included into many of the courses in the curriculum, it seems desirable that at least one course, and preferably two, center attention on health instruction. This might be 10th-grade science (health science), or 11th- or 12th-grade homecrafts for boys and girls (home economics credit), or a course called personal regimen, or personal

(Continued on page 500)

[3] For both early and later elementary grades see Ruth Grout, *Handbook of Health Education* (New York: Doubleday Doran, 1936); also W. W. Patty, *Teaching Health Safety in the Elementary Grades* (New York: Prentice-Hall, Inc., 1940); Alma Dobbs, *Teaching Wholesome Living* (New York: A. S. Barnes, 1939); *Report of Committee on Health Problems*, N.E.A. and A.M.A.; and *Health Education*, Ch. XI.

[4] See *Health in Schools*, Ch. V and VI; *Health Education*, Ch. XI; and Lynda Weber, *Functional Health Teaching Syllabus* (Boston: Ginn & Co., 1941).

Health and Physical Fitness in Colleges and Universities

Report Adopted by the
U. S. OFFICE OF EDUCATION WARTIME COMMISSION
September 1, 1942

THE Educational Policies Commission has published the statement that, "the health, safety, and physical education program in the elementary and secondary schools and in higher institutions, should be given a high order of priority among competing educational interests." In a study conducted by the American Council on Education and the National Committee on Education and Defense, the first generalization drawn from the interviews with officers of the armed services relating to pre-induction training needs for enlisted men was that, "a more definite and consistent program for physical fitness should be developed and required of all students." The resolutions and recommendations adopted by the National Conference of College and University Presidents held in Baltimore on January 4, 1942, included the statement, "that all colleges and universities should take such steps as will be necessary to bring each individual student to his highest possible level of physical fitness."

The Divisional Committee on Higher Education of the Wartime Commission authorized N. P. Neilson to serve as chairman of a committee to study the problem and bring in a report. On May 7, 1942, a letter was sent to the officials of twelve national professional organizations and to selected individuals in thirty-five colleges and universities asking them to submit their recommendations to the chairman of the committee. The chairman summarized the recommendations received and on September 1, 1942, the United States Office of Education Wartime Commission adopted the following report.

General Statements

Physical fitness has a direct relationship to national defense. Good programs for health, physical education, and recreation yield important results related to physical fitness and hence to national defense whether the individual is to serve at the war front, in industry, or at home.

The term "fitness of the individual" or "fitness program" might well be substituted for the term "physical fitness" to avoid prolonging the false concept of mind and body as separately functioning parts of the organism. Hence, "physical fitness" in a broad sense is health; it involves the prevention of disease, the correction of remediable defects, good nutrition, muscular strength, endurance, basic motor skills, mental health, and morale. A person is said to be physically fit when he is free from handicapping defects and infections, practices good mental hygiene, and has the knowledge, skills, strength, and endurance to engage successfully in the activities which life demands of him. In time of war life demands on the human organism are greater than in times of peace.

Biological differences among living organisms must be recognized. All men and women are not born equal in structure and function and there is no known method by which all persons can develop an equal degree of strength, skill, and endurance. It follows, therefore, that there will always be a necessary differentiation between those displaying a high degree of fitness and those with lesser degrees. No stigma should be attached to the latter group unless there is demonstrated neglect, indifference, and unwillingness to achieve the highest fitness possible.

To attain physical fitness there must be a complete medical examination of the individual to determine his physical structure and capacity. After this initial examination, a program to provide for the necessary correction of physical defects and faulty health practices and the improvement of physical development can be carried out. No matter how vigorously a program of physical development by exercise alone is pursued this cannot compensate for inherent or acquired structural and physiological abnormalities. On the other hand the complete correction of physical defects will not build organic power; this can be built only through physical education activities of great intensity and duration.

Health Service

The function of the student health service program in colleges and universities is two-fold: first, the immediate care of ills and maladjustments; and second, the directing of student thought and habits into a sane and balanced regime of living. It is recommended that:

1. A thorough health examination, medical and dental, be made of all students (a) upon entrance, (b) periodically thereafter, and (c) after each confining illness.
2. The seasonal examination of all varsity and intra-

mural athletes be a routine of departmental administration.

3. The health examination be so organized and conducted that it will: (a) result in obtaining more complete information for guidance purposes; (b) result in sharing the findings with the student as an educational experience; (c) result in a follow-up program which will actually secure the correction of remediable handicapping defects revealed in the health examination.

4. Every attempt be made to help men who have been rejected for service, because of defects, to correct those defects through appropriate medical treatment, surgery, and physical education activities.

5. Institutions provide adequate programs of immunization for the control of communicable diseases.

6. Colleges and universities expand their facilities for health service, if needed, even though such facilities must be housed in temporary quarters.

7. Medical advisors and physical educators utilize their strategic positions to supplement and reinforce each other and those who work in other departments in making the values of the health and physical education programs become a functional part of students' lives.

Health Instruction

It is recommended that:

1. Colleges and universities provide well-adapted programs of instruction in health information suited to today's needs and stressing the development of attitudes and practices. Emphasis should be on solutions to problems in the areas of personal hygiene, mental hygiene, nutrition, foundations of physical fitness, and community health. Instruction in nursing, first aid, safety, lifesaving, camp hygiene and sanitation, and in the principles of fatigue and relaxation is also important.

2. Every college student be given adequate and appropriate instruction about the prevention, care, and treatment of all communicable diseases with special attention to the venereal diseases.

3. Every student complete the elementary First-Aid Course as outlined by the American Red Cross and that the Red Cross allow this course and the Advanced Course to be taught in colleges and universities by instructors who are competent.

4. There be a survey and correction of campus conditions and practices which increase accident hazards.

5. The college or university survey the work, rest, and relaxation habits of its students and help students to make desirable adjustments. College students show strain and fatigue which can be reduced by better scheduling and more desirable campus activities.

6. That the institution survey its entire nutrition program for students to result in ascertaining: (a) the adequacy of nutrition information, the food requirements and actual food habits of its students; (b) the resources in nutrition-trained personnel, actual or potential within the institution or community, for giving required non-technical nutrition instruction and counseling, and for supervising food services; (c) steps to secure good nutrition for students where their incomes are inadequate to pay for it.

7. Opportunities for individual conferences on health problems be greatly extended.

Environment

It is recommended that:

1. The institution assume responsibility for creating a healthful campus and community environment. This means constant attention to environmental conditions so that they are conducive to healthful living. It means the adequate sanitary inspection of all facilities to protect students and to furnish an example of the practice of maintaining sanitary standards.

Physical Education

It is clear that the program of physical education for men should receive special study in terms of attitudes and skills needed for service in the armed forces and that the program for women be adjusted to the demands for wider participation in war industries and other types of war service. However, it is necessary to avoid confusing the pre-training of all students with the specific demands coming from the war services. The needs of civilians are not the same as those for soldiers, nor are the needs of women the same as those of men.

Some of the physical education activities are of more immediate importance for the war effort than others and it is assumed that the colleges and universities will give more emphasis to these activities. Developmental activities that contribute to strength and endurance have general conditioning value; they enable the potential dra tee to meet tests of endurance and perform difficult physical feats with the economy of effort that comes from good skill and physical condition. The competitive spirit developed in athletics is a contributing factor in the will to win which is so essential in military service.

It is recommended that:

1. Instruction be given in connection with the physical education program, designed to give the students an understanding of the place and importance of physical fitness in life, and particularly now in relation to the war effort.

2. Physical education programs be re-evaluated to place greater and continuous emphasis upon: (a) conditioning exercises for endurance or the ability to resist fatigue; (b) strengthening the muscles of the trunk, arms, and legs; (c) combative and other types of aggressive activities; (d) swimming and taking care of oneself in and on the water; (e) recreative activities appropriate for military camps, ships, and for living in times of peace; (f) first aid and the preservation of life under conditions of war and peace; (g) rehabilitation of those not fit.

Ditch jumping, wall scaling, maze running, obstacle relays, the throwing of objects, tumbling, running, combative sports and fundamental conditioning gymnastics have direct military value. Morale-contributing activities include all recreative sports. They

keep spirits high and are a tonic to offset strain, worry, and tragedy.

3. The time allotment for physical education activities for all students be no less than one hour daily. The program should be adapted to individual needs and be required of all students for graduation. A great deal can be done to improve physical education programs in colleges and universities through the simple method of increasing the time devoted to physical education.

4. Credit be given for physical education with the number of units comparable to those given for other college courses. The institution should accept for entrance, credits in physical education earned in high schools. If it is expected that the student consider physical education important, credit should be given to show him that the institution also considers it important.

5. College faculties adjust the schedule of classes and laboratory periods so as to allow for the maximum use of the afternoon periods for physical education and recreational activities.

6. Standard physical fitness tests be given to all students to determine more accurately their needs in diversified activities.

7. Programs of intercollegiate and intramural athletics be reorganized to provide: (a) full playing opportunities for all students; (b) improved methods of classification and equalization of competing units; (c) broader programs to satisfy the diverse interests and needs of students.

8. Military drill not be considered as a satisfactory substitute for physical education in any college or university. Spokesmen for our armed forces have repeatedly emphasized the importance of continuing and expanding the physical education program. Military drill and tactics can be conducted best in military units.

Recreation

In these times of peril we must promote first those activities that contribute to actual survival value in the emergency and next those that give wholesome recreation and diversion. However, accelerated college programs should not eliminate all time for student recreation. Such programs may call for additional relaxation and physical activities of a body building type. It is recommended that:

1. A campus-wide program of recreation be made available to every student,

2. All schools and departments of the institution contribute to the recreation programs,

3. The college become a recreation center of the College Community.

Professional Education

With expanding programs there is occurring, at the same time, a serious shortage in the number of qualified teachers due to teachers entering the armed forces and other kinds of war service other than teaching. In one state it is reported that 426 men physical education instructors had either left the teaching field, or were expected to leave soon. Against this were 56 men physical education major students, who were given their credentials in June, 1942, in this same state.

We need well-trained physical educators, men and women, now and after the war. Teacher-training institutions cannot at present supply the unusual demand for qualified health and physical education teachers.

It is recommended that:

1. Teacher-training institutions use every means at their command to encourage more men and women to major in physical education.

2. Institutions accelerate the training program for students majoring in health and physical education.

3. Institutions extend to all students the opportunity to acquire leadership skills in conducting programs of sports and recreation.

4. The college or university set up courses to train volunteer, as well as professional, leaders in the various aspects of the "fitness" program in which they could appropriately serve with short-term training.

5. Institutions organize recreational leadership courses to train those who have certain talents needed for the morale-building program in both military and civilian life.

General Recommendations

It is recommended that:

1. A Commission be appointed to include representatives from the Armed Services, United States Office of Education, the United States Public Health Service, the United States Children's Bureau, the health-medical sciences, physical education and recreation to assure coordination of the physical fitness program on the federal level.

2. Federal or state funds be provided with which to secure the correction of remediable defects for college students who do not have the necessary financial resources. Colleges and universities might well supervise under federal grants, the rehabilitation programs for college student rejectees from the armed services.

3. The programs of Health, Physical Education, and Recreation be combined into one administrative unit under a competent administrator and that the faculty give consideration first to health and fitness, and second to curricular requirements. A committee with representatives from the various schools and departments should be formed for the purpose of unifying and coordinating the total health and fitness program of the institution.

4. The local medical and dental societies and representatives of official and voluntary health agencies be invited to participate in the initial planning and take part in the development of physical fitness programs in the college or university.

5. As far as possible institutions increase and improve their facilities and equipment for the programs in health, physical education, and recreation.

6. The college or university extend its service along "fitness" lines to the adult population in the community adjacent to the institution.

(Continued on page 494)

Implications for the Conditioning Program

By
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I AM reading what I have to say because I can be sure, thus, to use my three hundred seconds as intended. At a time when there is so much loose thinking about physical conditioning it pays to be guarded and explicit.

Fitness could not be arrived at by exercise alone, even if it were possible to select the right kind and the right amount. Fitness depends upon total health and joyousness as well as upon activity.

Two elements in the total health picture over which exercise can have absolutely no influence are defects outside the neuromuscular system and diet. *En passant,* it is to be recalled that the exclusion from the recent draft—over which so many teachers of gymnastics and sport skills have developed a pathological guilt, feeling at the same time they have built up a case for more time allotment—was on the basis of physical defects and malnutrition, conditions over which the activity phases of our program have not and could not have had an influence. Exercise cannot have a beneficial effect upon the body unless the body is already fit, as judged by freedom from defects, by adequate nutrition, and by freedom from psychological strain and depression.

In order to offset psychological strain and depression and to give the body periods of joyousness, which periods are so important in building up physical as well as psychological tonus, our program has much to contribute, but not everything. We must be cautious about claiming too much on that score even.

As to the physical effects upon this body of ours, physiologists can give us some leads on exercise in general. They can tell us that exercise improves the pulmonary mechanism, and brings larger portions of the alveolar membrane into contact with the tidal air in the lungs. They can tell us that exercise brings about an increase in the red corpuscles so that the tissues are more readily and adequately supplied with oxygen and that "training" greatly facilitates the functioning of bone marrow. They can tell us about changes in the spleen and liver with exercise.

Would that there were more in our own profession well trained in physiology, because, for the present, the physiologist cannot or does not tell us about the effects of specific exercises. We want to know what specific exercises or specific activities can do to make a person more fit. I believe that nobody knows. Many people have thoughts on the subject, but no one really knows. The only way in which we can arrive at a just and accurate appraisal of specific exercises or activities for fitness is to acknowledge how little we know; and then to pool the hunches we have, to work with controlled groups, and to share our results. Only those of us who are not pledged emotionally to certain systems of exercise or to certain sports can really make a contribution at this time. We need scientific and objective experimentation; opinion must be supported by factual evidence. There is no place for the faddist.

WHAT do we know empirically, if not scientifically? We know that man's struggle neuromuscularly is to reach and to maintain extension. We think that the human animal in extension or in an erect posture is more attractive than the human animal who is not so alert and active neuromuscularly. We know that when the body is moved and twisted vigorously so that the circulation is stirred up, the muscles are contracted, and the joint structures are put on tension so that there is a resultant sense of well being. We know that properly graduated exercises increase an individual's muscular strength and can be dosed more easily than sport skills and dancing.

We have questions still unanswered. When dosing is not important, how can we use sport skills and dancing for conditioning? What is the relation of specific exercises or of sports and dances to vitality and endurance for the future? What exercises or activities are appropriate for individuals who are below par, who are at par or who are above par? When is relaxation preferable to effort? These, and many other questions, come to the mind of us all when we think in terms of physical conditioning. We really welcome a period like the present—with its urgency and terrific emotional complexion—if questions like these can be attacked. »«

A paper presented before the A.A.H.P.E.R., April, 1942, New Orleans.

A Manual on Physical Fitness for Use in the High Schools

Abstract prepared by
N. P. NEILSON
Executive Secretary, A.A.H.P.E.R.

"PHYSICAL Fitness—In Preparation for the Armed Forces and Wartime Service," is the title of a manual for use in high schools which has been prepared by a Committee appointed by the United States Commissioner of Education in collaboration with the U. S. Army, the U. S. Navy, and the U. S. Public Health Service. On the Committee, Lt. Col. Theodore P. Bank represented the U. S. Army; Commander Lyman S. Perry represented the U. S. Navy; James E. Pixlee represented the Army Air Forces; Mayhew Derryberry, Ruth E. Grout, and Franz Schuck, M.D., represented the U. S. Public Health Service; Jackson R. Sharman, Dorothy LaSalle, and Bernice Mallory represented the U. S. Office of Education; and Ruth Evans, Springfield, Massachusetts; Wynn Fredericks, Harrisburg, Pennsylvania; Ellwood A. Geiges, Philadelphia, Pennsylvania; Joe Hall, Tallahassee, Florida; Martha Hall, New York University; Strong Hinman, Topeka, Kansas; N. P. Neilson, Washington, D. C.; A. H. Pritzlaff, Chicago, Illinois; Floyd Rowe, Cleveland, Ohio; and Mazie V. Scanlan, Atlantic City, New Jersey, represented the profession in the field. Jackson R. Sharman, Principal Specialist in Physical Fitness, U. S. Office of Education, served as chairman of the Committee. The bulletin is now being printed and will be available soon for distribution by the Bureau of Documents.

Physical Fitness for High School Pupils

The manual presents a war-time program of physical education with the emphasis placed on instruction and practice in aquatics, gymnastics, combatives, sports and games, and other vigorous activities adapted in intensity and duration to the individual needs of pupils. One regular school period daily of instruction in physical education for all pupils, is recommended. The instructional period should be supplemented by an elaborate participation program including intramural and interscholastic athletics. It is recommended that all normal pupils participate in competitive athletics, mass athletics, road work, hikes, weekend journeys and similar events for at least ten hours each week in addition to the physical education period that is included in the school schedule. In its minimum essentials it calls for but two changes in the usual high school program. The first is an increase in teaching time allotted to instruction in physical education, and the second change is an increase in the intensity of the exercises.

The purpose of the program outlined is to make secondary school pupils physically fit to carry their responsibilities as members of the armed forces and as efficient and effective workers in the war effort. This includes the development of strength, endurance, stamina, and physical skills that will be of direct value and use in the armed forces and war work, and an attitude and viewpoint that will cause the pupils to support wholeheartedly the war effort.

Large numbers of pupils now enrolled in high schools will enter into active service in the armed forces and war-time industry in the immediate future. In addition to the boys who will be called to some form of service, it has been estimated that by the end of 1943, 6,000,000 women will be employed in war production, many of whom will be drawn from the high school age group. These young persons must be fit not only from the standpoint of technical skill and morale, but also that of physical condition.

Army and Navy officers have stated that the young men inducted into military service whose physical examinations reveal no serious physical defects, lack development, strength, and endurance to such a degree that the program of military training is retarded for several months while the recruits are being built up physically.

There are several things that affect, favorably or adversely, the development and maintenance of a desirable level of physical fitness. Participating regularly in a rational program of physical education has been demonstrated to be one of the most important elements that contribute to physical fitness. Other significant factors are physical defects, communicable disease, accidents, nutrition, environment, and personal health habits.

Responsibility

The success of a physical fitness program in high schools will depend largely on adjustments in the school program that must be made by school administrators. It is necessary that there be provided the minimum essentials of (1) adequate time in the daily schedule, (2) a competent teacher, and (3) a place for conducting the classes. The state department of education, the local superintendent of schools, and the principal of each high school have functions that must be performed if the program is to be well conducted.

Each teacher can and should use initiative in developing and using plans for his own particular situation. He

has specific responsibilities for selecting the activities to be included in the program, arranging for the time schedule, organizing the class and class period, developing a suitable testing program, planning the intramural and interscholastic programs, and planning for cooperation with other agencies.

Selection of Pupils for Participation

A careful selection of students is needed before the training starts. It is necessary to differentiate between (1) the healthy students who are able to take the full program, and (2) those who are not quite healthy and, therefore, not able to take the program in its original form. Physical education in the armed forces has a basic safety factor which is absent in many schools. In the Army and Navy the men have been found to be healthy by a thorough medical examination and they have convenient opportunities for medical consultation. In many schools, the pupils have neither one nor the other and hence in such schools vigorous training needs to be supervised closely.

The selection of pupils by teachers for participation in physical education should be based on three things: (1) case history, (2) physical inspection, and (3) careful observation during the first weeks of training. The health history of each pupil dealing with illness and with his physical and mental development furnishes most of the data that the teacher needs for his selection. The physical inspection and observation during training may help to find the status of the pupil so that the training may be adapted to his needs.

Activities for Boys

Our armed forces are operating under conditions that demand an ability on the part of the individual to handle himself successfully in the water while fully clothed. Hence, high school pupils should learn to stay afloat for a long period of time, to swim under water, and to swim long distances without exhaustion.

Gymnastic exercises may be used to improve muscle tone and bodily development. Marching and running, road work, cross-country and obstacle running, relays, stunts, conditioning exercises, apparatus activities, tumbling and combative activities should be included in the program. The sports and games recommended are: group games, track and field, skating, camping, cycling, basketball, field hockey, football, six-man football, touch football, soccer, speedball, and volleyball.

Activities for Girls

Physical fitness is as important for girls and women as for boys and men. Girls must be prepared to carry on work which is directly related to the winning of the war, even though not on the fighting front. Many women are now at work in defense industry and farming, serving as nurses, medical social workers and recreation leaders with the American Red Cross, with the U.S.O., and other organizations. The educational program for girls must be changed to meet these needs.

Women in the American Red Cross and in other branches of the service which may be sent overseas must be completely at home in the sea while fully clothed. They must be able to stay afloat for a long period of time and be ready to give assistance to others when necessary. These needs, therefore, should be emphasized at the present time rather than recreative aspects of swimming. The most valuable strokes in emergency situations are the side, breast, back, and trudgeon strokes.

The great value of gymnastics for girls is that the movements can be used to develop specific parts of the body. The duration and intensity of the dosage can be controlled. The objectives are to develop strength and endurance, skill and agility, and assist in the maintenance of erect carriage. Running, obstacle races, relays, stunts, conditioning exercises, and apparatus activities may serve as development activities for girls.

Acquiring skill in any activity is dependent largely upon timing and upon judging space relationships. As skill improves, harder and longer periods of work can be sustained if a rhythm of work is established. Rhythmics are unique in contributing this particular training to war-time efficiency. They are also effective in developing endurance and strength.

Sports and games provide for strenuous big muscle activity and contribute to the development of speed and endurance. They afford a wide opportunity for the practice of desirable character traits. With these ideas in mind, fundamental game skills, lead-up games, field ball, soccer, speedball, field hockey, basketball, volleyball, hiking, camping, skating, bicycling, horseback riding, and skeet shooting should be included in the physical education program for girls.

Tests and Standards

Achievement standards taken from the best available sources are presented in the Manual. In the program of training for physical fitness, teachers should stress the daily performance of special activities with ever increasing frequency and duration of participation. As this procedure is followed, improvement in ability will be rapid and new standards will evolve. For the present, pupils able to secure "superior" ratings in any test items should be encouraged to spend more time in the items of the program in which their ratings are below the level of "superior."

To conserve time in testing, detailed standards are given for 18 tests for boys from which the instructor should choose 10 tests as a battery. The tests have been grouped into three categories according to the general muscle groups primarily tested, namely, (1) arm and shoulder girdle, (2) abdomen and back, and (3) legs. It is recommended that in any battery of 10 tests that no less than 3 tests be chosen from each category and that the first test listed in each category be included. The tests recommended are: Category I (arm and shoulder girdle)—push-ups, pull-ups, dips on parallel bars, 15-foot rope climb, and bar vault; Category II (abdomen and back)—sit-ups, hanging half-lever, leg lift, forward bend, and back twist; Category III (legs)—potato race, jump and reach, standing

(Continued on page 496)

Water Pageants

By
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Assistant Professor of Physical and Health Education
University of Cincinnati

THERE have been so many requests recently for water pageant material and synchronized swimming formations that the following script is presented in full with the hope that it may be of some help to many who are beginning to give their attention in aquatics more to rhythmic, stunt, and co-recreational swimming than to speed meets only. I wish to say at the start that the water pageants we present at the University of Cincinnati are a cooperative venture between the swimming group of girls, called the Penguin Club, and myself as faculty adviser. Everyone works on some committee and takes part in some phase of the pageant; and the theme, continuity, and water formations are all original. So we feel this project has justification for its existence in the interest instilled, the creative instincts brought out, the exercise involved, and the leadership and morale developed. I, therefore, wish to give full credit to these girls who make the pageant possible; especially this year to Virginia Bartel, Kay Wehrman, and Esther Lueders, and to Miss Bartel for helping me assemble this material. They are all much more willing to give time, effort, and thought to creative water work of this type than practicing for speed swimming as their only project.

Into each pageant we try to incorporate various innovations. This year we tried for the first time having the boys in the formation swimming to music as well as in the stunt diving; using luminous suits under a black light in one number; and swimming to broken rhythm music as in the "Waltz of the Flowers."

The Toymaker's Dream

A Water Pageant
presented by
The Penguin Club of the University of Cincinnati

Opening Scene

The dolls, clowns, penguins, and other toys are asleep on imaginary benches. The old toymaker is sitting at his work bench working on his toys. The hands of the clock are almost at 12:00.

A frieze of toys on shelves hanging along the tile walls of the pool. Large cardboard toys also used for decorations.

NARRATOR: (Costume—any sport outfit.)
The little old toy man who lives on the hill
Works very hard so his toy shop he can fill.
Each evening you will find him bent o'er his work;
From this tedious task he never does shirk.
But long before midnight his eyes begin to close
And his spectacles fall from off his shiny nose;
His head bends down and he falls fast asleep
And his thoughts wander off in dreamland so deep.
(*Pause*—Toymaker falls asleep.)
The clowns and the toys who have been good all day
Know when the clock strikes twelve, it will be time to play;
For a gala festival they have each night
From the stroke of twelve to the first break of light.
(Clock strikes twelve; loud splash is heard as lights come on and the Penguins swim around. The dolls begin stretching and coming to life.)

NARRATOR:
Mary, Mary, quite contrary, how does your garden grow?
Your daisies, pansies, violets and phlox are lovely, we all know,
But now can you show us something we haven't seen before,
So about your tiny garden we can learn some more?
Mary, Mary, quite contrary, dance on the deck of the pool.
Piano accompaniment—"Beautiful Ohio."
Costume—Printed skirts, white blouses, bonnets, and holding baskets filled with waxed flowers.
Finish dance by throwing flowers into the pool.

Water Formation I

Phonograph accompaniment—"Waltz of the Flowers," from Nutcracker Suite.
Costume—White suits, flowers in the hair.

NARRATOR:
Oh for the life of a sailor, especially a cute sailor doll.
They're always in port, in drydock or ready for call,
And never the briny deep do they long to see;
For on the toyman's shelf they're as happy as can be.
Sailor Tap Dance on the Deck of the Pool
Piano accompaniment—"Anchors Aweigh."
Costume—White shirts, blue ties, white shorts, sailor caps.
(Noise of seals is heard back stage.)

NARRATOR:
Someone is groaning—hear that awful sound.
If I didn't know better, I'd think some seals around.

I know their trainer stays in the workshop somewhere,
But he never shows himself for he has green hair.
(Funny creature comes from behind a box and goes to the top of the diving board and proceeds to direct in pantomine his seals in the pool.)

Seals Do Stunts in Pool

Phonograph accompaniment—Any waltz.
Costumes—Black leopards, black caps.

NARRATOR:

There is only one doll that from making noise gets joy,
And from the sounds I hear it just can't be one toy.
It has to be the clowns and elves, they're all on parade;
From the looks of things, you'd think it a jolly masquerade.

Clowns and Elves Tumble on Deck of Pool

Costumes—Clown and elf costumes.

NARRATOR:

Now not to be outdone by their kin on land
The stunt diving clowns will take things in hand.
They're rough and ready and full of pep and fun,
They're the most riotous group 'neath the shining sun.

Boys Do Stunt Diving

NARRATOR:

The China Doll is awaking, there isn't a sound,
All the dolls are amazed and are gathering around.
This is the very first time she has shared in their fun.
She only opens her eyes in the bright light of the sun.

China Doll Does Dance on Deck of Pool

Piano accompaniment—"Doll Dance"
Costume—Anything to represent a doll.

NARRATOR:

The other toys that belong on these shelves
Take to the water to entertain themselves.
In precision, detail, and water strokes they're grand,
But they leave to the China Doll all dancing on land.

Water Formation II

Phonograph accompaniment—"Alice Blue Gown."
Costumes—Girls, white suits, white caps; Boys, blue trunks.

NARRATOR:

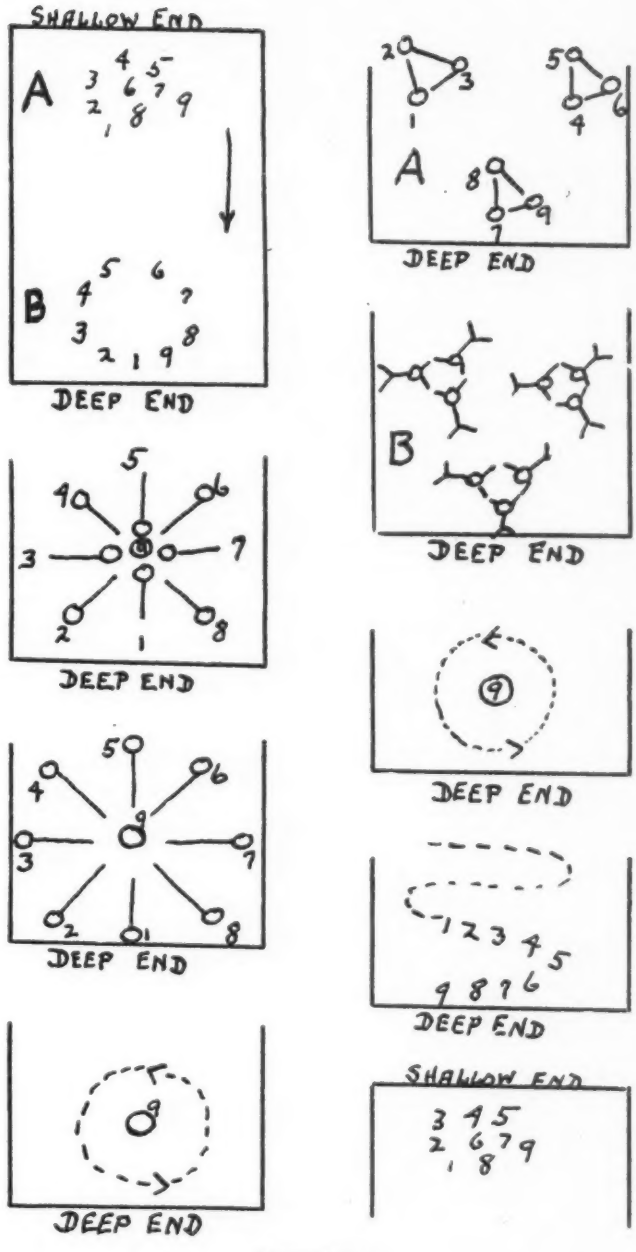
All day the lightening bugs hide in the cracks so small,
Their little white lights don't show up at all.
But once its dark and they begin to make a sound,
Their little lantern lights are seen all around.

Lightning Bug Dance on Deck of Pool

Black light used.
Piano accompaniment—"Glow Worm."
Costume—Black leopard and wings painted with "Conti-Glo" (luminous paint).

Water Formation III

Black light used.
Phonograph accompaniment—"Beautiful Lady."
Costume—Long suits, stockings on arms, and caps painted with "Conti-Glo."



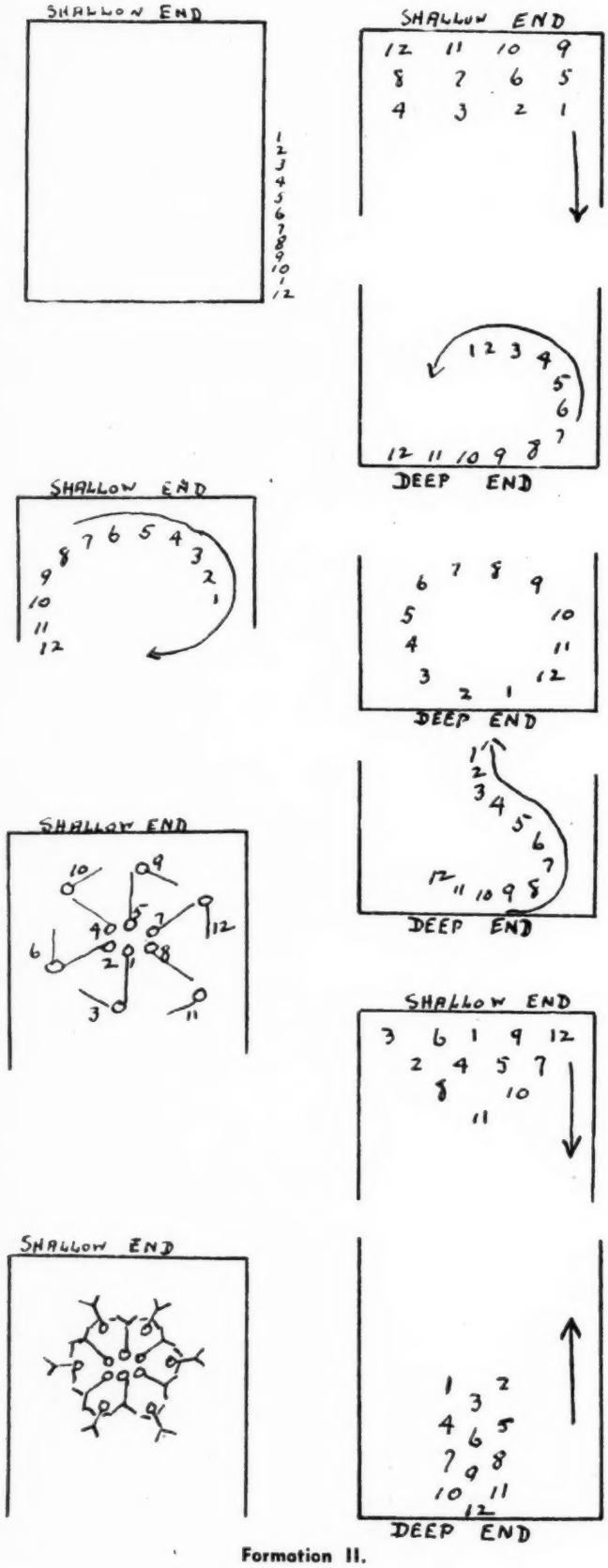
Formation I.

NARRATOR:

It's almost dawn and the toys will be going to sleep
And the toyman will wake from his dreams so deep
And the festival will be over until some other night;
It will be a long time before you again see such a sight.
The toys are waving a glad farewell
Before to their places they rush pell-mell,
And from their merry faces you can see
That they're all as happy as they can be.

Finale—Water Formation IV

Phonograph accompaniment—"God Bless America."
Costume—Same as in Formation III (black light used).
Entire cast sings "God Bless America."



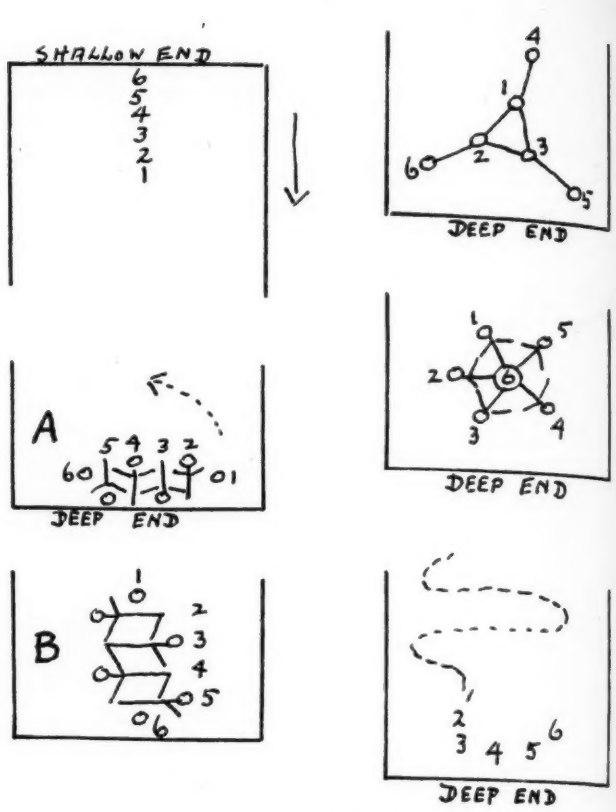
Formation II.

Water Formations

Formation I

Nine girls.

Music: "Waltz of the Flowers" (phonograph accompaniment) First side of record and climax end of other side.



Formation III.

Properties: Balloons with waxed flowers around them floating at shallow end of pool. Form behind curtain stretched across pool.

1. Girls form tableau at shallow end. (A) Begin waving arms with music for several measures and then swim breast stroke to deep end forming a circle. (B) facing toward center.
2. After pause in music, take four crawl strokes toward center of circle. Wave arms for several counts.
3. Number 9 goes to center of circle and other swimmers take floating position (odd numbers with heads toward center of circle, even numbers with heads outward). Hold position for several measures of music.
4. Odd numbers tuck and go to face float position (heads outward). All begin to kick and travel away from the center of the circle.
5. In large circle begin turns in time with the accelerated music, one arm overhead, the other used in turning. Circle travels counter-clockwise. Odd numbers; turn for 4 counts, swim 8 strokes, and repeat. Even numbers: swim 6 strokes, *turn for 4 counts, swim 8 strokes. Repeat from *. Continue this until swimmers are in correct positions for the next formation.
6. A. In three triangles as shown in diagram, go to "true float" position holding legs of another girl. For example: No. 1 holds the legs of No. 3, No. 2 holds the legs of No. 1, No. 3 holds the legs of No. 2. Hold this position for several measures of music.

   B. In triangles hold hands and go to "face float" position (legs apart).
7. Swim back to large circle and repeat No. 5.
8. Serpentine off, using breast stroke.
9. In shallow end, re-form tableau and repeat arm wave until arm is above head.

Suggested Stunts for Seals

1. Tandems.

   A. Back crawl to deep end. Front crawl returning to shallow end.

(Continued on page 496)

Motion Pictures as Teaching Aids

By
RUTH B. GLASSOW
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A VIVID portrayal of changes in educational procedures is available to you if you can return to the schools which fostered your development from the tender age of six to the sophistication of twenty-two. Recently I visited the institution which mothered me through the grades (that northern Wisconsin village still lacks a high school) and found that the three-room frame building had been replaced by a brick edifice which has not only a separate room for each grade and one for the kindergarten, but also a library, an auditorium, and a gymnasium. The auditorium is equipped with an excellent motion picture projector as well as with apparatus for sound reproduction, and the school owns also a fine portable projector which is available for use in any classroom. The village population is composed largely of laborers, as it has been since the sawmill was built in 1870. The making of paper now supplements the cutting of lumber. The stockholders of these industries do not live in the village and the educational opportunities and facilities are, therefore, those which are provided by the laboring class. They are not adventurers in education, but they do want the best that their means can afford; they are not likely to be the first to try new procedures, but they are ready to change to methods which have been educationally accepted. The motion picture equipment was purchased not because the village wished to provide some educator with facilities to test an educational hypothesis, but because there existed a conviction that today such facilities are essential in the well-equipped school. Some movie enthusiast on the teaching staff of the village school may have gathered information to show the school board that during the summer of 1938, forty-three institutions of higher learning were offering courses to assist teachers in making better and more extensive use of visual aids (*Educational Screen,* May, 1938); that the Department of Visual Instruction of the state university would loan films for shipping costs; that commercial companies had well-stocked film libraries and were equipped to rent or sell from their supply; that the American Council on Education, representing twenty-three national educational associations and other groups, had since 1935 undertaken the specific task of encouraging the use of motion pictures in education. The wide use of motion pictures in schools and the extensive literature dealing with the topic indicate that the prophecy made by Edison in 1914 has now become fact: "Educators are all book-minded now, but they will be motion-picture-minded in time."

This paper submitted by the National Section on Women's Athletics, A.A.H.P.E.R.

The Physical Educator "Falls In"

Whether the physical educator was stimulated by his fellow teachers to investigate the possibilities of motion pictures as an instructional device or whether he deducted the value of such aids from his own experience is of little consequence. The fact remains that the physical educator is in step with the academic profession in the belief that motion pictures are valuable teaching aids. Coaches have used motion pictures for many years and perhaps their practice antedates the interest and investigations of teachers in other phases of school activity. The National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation appointed a Committee on Motion Pictures as early as 1935, which in the past seven years has been outstanding for its productive activity. The first chairman of that committee states, "The influence of films designed especially for the classroom has been made the subject of many recent studies. The results of these studies demonstrate that the proper use of visual materials increases initial learning; effects an economy of time in learning; increases permanence of learning; aids in teaching backward children; and motivates learning by increasing interest, attention, self-activity, voluntary reading and classroom participation. There is, therefore, proof of the value of motion pictures in education." (JOURNAL OF HEALTH AND PHYSICAL EDUCATION, VII, 4, 255) The same author in another report (*Research Quarterly,* VII, 1, 161), quotes from Freeman's *Visual Education* (1922), "The usefulness of motion pictures would be enhanced if they were so organized as to confine themselves to their peculiar province. Their province seems to be the exhibition of moving objects and particularly to facilitate the analysis of motion." The chairman emphasizes the need for investigation of the value of the motion picture in the teaching of physical education activities. The committee has, since its organization, (1) surveyed the film libraries in American colleges and universities (Turnbull, *Research Quarterly,* X, 154); (2) evaluated a list of 764 films covering sports, games, amusements, and from this list rated 45 films as valuable to the physical educator (JOURNAL OF HEALTH AND PHYSICAL EDUCATION, VIII, 376); (3) listed films which

(Continued on page 499)

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American Education Week, 1942

EDUCATION FOR FREE MEN is the theme of the 22nd annual observance of American Education Week, starting Sunday, November 8, and concluding Saturday, November 14. This theme is most fitting at a time when the entire world is at war to determine whether freedom or tyranny shall prevail among men. Sponsoring the program for 1942 are the following four national organizations: The National Education Association, The American Legion, The U. S. Office of Education, and The National Congress of Parents and Teachers.

For the first time in the twenty-two year history of American Education Week the observance this year will be on a wartime footing. Education is undergoing many changes as a result of the war. Because of the necessity of putting an increasingly large part of our material income into the war effort, it is becoming more difficult to finance the services and activities to which the American people have become accustomed. We do not believe that our people, if kept informed, will sanction the reduction of school support to the point where serious harm will be done. This may happen, however, unless the teaching profession and the friends of education are alert and active in behalf of the schools. The experience of England suggests that we must maintain our schools or pay a higher cost in terms of juvenile delinquency and other problems.

American Education Week is a time for a concerted effort on the part of all school systems throughout the nation to help the public understand why education is more and not less important as a result of the urgency of the war effort. It is a time for interpreting to the people what the schools are contributing to the war effort and the part that they must play in the peace that is to follow after military victory is achieved. It is an opportunity to inform the people regarding the preparation of our 27,000,000 boys and girls for the new world that is now being shaped.

Included in the general theme Education for Free Man are Daily Topics as follows: Renewing Our Faith (Sunday); Serving Wartime Needs (Monday); Building Strong Bodies (Tuesday); Developing Loyal Citizens (Wednesday); Cultivating Knowledge and Skills (Thursday); Establishing Sturdy Character (Friday); and Strengthening Morale for Victory (Saturday).

All these topics have import for physical education, some of course more directly than others. In particular, the daily theme for Tuesday, November 10, is one that calls for plans and programs by the physical education department of each school. This day is an important one for physical education. It is a day when you can show what your program is doing to help win the war and to insure the future. But at the same time there are larger aims than self to serve; and so physical education should also accept responsibilities wherever requested to further the total educational welfare of the school and community.

The National Education Association has prepared materials to assist you in the observance of American Education Week, among which are posters, leaflets, stickers, manuals, plays, and other materials. Write to the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C., for complete information.

We hope that you will do everything possible to promote the observance of American Education Week, November 8-14, and thus help to safeguard our schools.

Periodic Health Examinations

A COMPLETE physical examination nowadays is more complicated than it used to be. It includes a careful investigation of the ability of most of the organs of the body to carry on their functions. Not only are the eyes, ears, nose and throat examined as to their freedom from infections, but also such important organs as the heart, the lungs and the kidneys. The doctor finds out whether or not the heart is doing its work without difficulty. He studies the urine to see if the kidneys are getting rid of waste materials brought by the blood, without any serious destruction of the kidneys themselves. He will ask for an X-ray of the lungs, perhaps also a tuberculin test, then he will tap the chest and listen to the sounds, and he will also use his stethoscope to listen for sounds that indicate whether or not the lungs are functioning satisfactorily. He may even make a test of the vital capacity, which is a determination of the amount of air that is breathed into the lungs and that breathed out. Tests indicate to the doctor whether or not the heart is of normal size, and whether or not the rate and volume of heart beats are as continuous and consistent as they should be.

The modern periodic physical examination involves the use of a number of devices for accurate measurement of factors about which doctors used to guess. With a device called the mercury manometer, the doctor determines the height of the blood pressure at

the time when the heart is contracted and also when it is relaxed. With a series of tubes for measurement and solutions for fixing and dissolving various types of blood cells, the doctor determines the number of red blood cells and the amount of red coloring matter they may contain. He determines also the number of white blood cells and whether the different varieties of white blood cells are in the proper percentages.

A complete physical examination includes a study particularly of the orifices of the body. The presence or absence of hemorrhoids is determined, and any abnormal bleeding from the mouth or rectum or any other portion of the body is given special investigation, particularly in persons who are past middle age. The modern physician studies the feet to see whether or not they are able to sustain the weight of the patient. He will ask whether or not the feet swell at night and will determine if the veins have become varicosed or if there is any breaking down of the valves that sustain the column of blood.

In addition to all of the physical tests, the doctor inquires carefully into the habits of sleep and rest, the amount of outdoor air that the patient gets, the amount of exercise he takes and the nature of the exercise. These studies of functions are most useful in determining the capacity of the patient to undergo his ordinary existence. Nowadays special attention is paid to the diet. The physical examination records carefully what the patient eats over a period of days, so that the doctor may make certain whether or not the patient is receiving all of the necessary protein, carbohydrates, fats, vitamins and mineral salts.

In making the complete physical examination the doctor may be aided not only by the clinical laboratory technician who can help in the studies of the blood and the urine, but also by specialists in X-ray who make the necessary pictures of the lungs, the heart and the intestinal tract. Both the X-ray specialist and dentist assist in the study of the teeth so that cavities can be found at the earliest possible moment and any infections of the teeth which are a hazard to the rest of the body can be properly controlled.

Such accurate measurements as those of height, weight and chest expansion help the doctor in determining whether or not the man or woman is underweight or overweight in relationship to age and height. Since we know that overweight after middle age is a hazard to longevity, this is a factor which demands special attention. Thus a periodic health examination or survey may mean years of additional life. Thorough recognition of changes at the earliest possible moment, the progress of menacing degeneration and infection is stopped and a suitable plan of living prepared to maintain continuous health. Intelligent executives, leaders in the field of insurance and by far the majority of physicians have learned to appreciate the value of a health examination at least once each year, preferably twice after middle age, and also the importance of utilizing this occasion for the writing of a health prescription. A good health prescription takes into account all of the health needs of the person concerned. It may not recommend a single drug or medicine to be taken internally or externally, but it will include recommendations as to diet, rest, exercise, work, social adjustments and recreation, which are certain to mean increased years of healthful living and activity.—Reprinted by permission from *Hygeia*, The Health Magazine, June, 1942.

Physical Education Teachers in Demand

TODAY a serious teacher shortage exists. Studies made by placement agencies indicate that this shortage is felt most keenly in the ranks of elementary teachers, commercial teachers, mathematics and science teachers, physical education teachers, and of industrial arts teachers.

On the college level the demands are greatest in mathematics, chemistry, physics, engineering, economics, and physical education.

For some time it has been noticeable that the physical education ranks were being rapidly depleted. Since the twenties, when many physical education state laws were enacted, there has not been such an urgent call for men and women trained in our profession. Men are particularly needed to replace teachers who have gone into military service.

Not only has there been an exodus from physical education which is likely to continue for the duration of the war, but the enrollment of students in teacher-training institutions has decreased. Prospective physical education students are either volunteering for the armed forces or are being lured away from school by the inflationary wages of industry today.

A partial solution has been found in some schools by combining academic and physical education positions. Teachers who have majored in academic subjects and possess minors in physical education are being increasingly used. This trend will undoubtedly have its effect on teacher-training curriculums since the selection of a minor now becomes more important. The holder of a well chosen combination of major and minor, embodying one or more of the fields in which a teaching shortage is evident, is assured of an excellent placement for service. While this training may not be considered adequate under ideal physical education circumstances, it is a practical solution in the situation at hand. For the emergency, more and more student leaders are also being utilized and, for certain types of exercises, they perform very well under adequate supervision.

The immediate problem that physical education faces is that of a decreasing staff at the same time that the programs in the schools are being increased. Everywhere at all school levels more requirements in the way of time and program are being assigned to students. Truly with the increasing needs for physical instructors in all branches of the armed services and at the same time in the schools, problems are presented, not only for immediate solution, but in adjustments when the war period is over.

Health Education Activities of the Government: Departments of Labor and Agriculture

Subcommittee on Relationship with Federal Services

Muriel F. Bliss, Chairman
Director of Education, Nassau County Cancer Committee
Marjorie M. Heseltine
Consultant in Nutrition, Children's Bureau
Nina B. Lamkin,
School Health Consultant, Nebraska Department of Health
Ethel Mealey,
Director of Health Education, Oregon State Board of Health
Lucy Morgan, Ph.D.,
Health Education Consultant, United States Public Health Service
Louise Stanley, Ph.D.,
Director Bureau of Home Economics.

In view of the present situation and the American Association of Health, Physical Education, and Recreation's interest in physical fitness, it seems appropriate that a summary of the health activities of the Federal Government be presented at this time. The present report is an analysis of the health education activities of two of the departments of the United States Government. When the report was started, another committee had charge of the investigation of the health activities of the Federal Security Agency but because of the current unsettled state of that agency, that part of the report is being reserved until a later issue of this magazine. It is hoped that this report will enable health and physical education teachers to make better use in their own local situations of the services available in this field from these departments of the Federal Government.

Department of Labor

Two of the several bureaus in the Department of Labor are concerned with health education activities. These are the Children's Bureau and the Women's Bureau.

Health Education Activities of the Children's Bureau and of States Receiving Federal Grants-in-aid for Maternal and Child Health Services.—Since its founding in 1912, the Children's Bureau has looked upon child health as one of its major concerns and upon health education as an integral part of a comprehensive program of child health. Just as child health services should be continuous from the prenatal period to adulthood, so should education in maternal and child health reach expectant mothers and prospective fathers, parents and foster parents, children themselves, and young people contemplating matrimony. The Children's Bureau is interested in all forms of health education: person-to-person instruction accompanying health services to mothers and children, activities and instruction in schools and other organized groups, and mass instruction through such channels as the radio, the printed word, the public talk, the exhibit, and the motion picture film. The publication of popular and technical bulletins, and the administration of grants-in-aid to state departments of health for health services to mothers and children are two of the most important activities of the bureau.

The popular bulletins on maternal care and on care and training of children from infancy through adolescence have been among the most widely distributed publications of the Federal Government. They have been addressed primarily to mothers and others charged with the care of children in the home. Records indicate, however, that the publications are used extensively by leaders of adult study groups and by teachers in organized educational systems.

Workers in the field of health education use not only the popular publications and visual material put out by the Children's Bureau but also the more technical bulletins and reports of research findings. These latter publications are used as basic data in the planning of programs and in training of teachers.

The latest bibliography of both the popular and technical publications of the Bureau may be secured from the Children's Bureau, United States Department of Labor, Washington, D.C.

With the passage of the Social Security Act of 1935, the Children's Bureau was charged with the administration of grants-in-aid to state departments of health for health services to mothers and children. Plans for the use of such grants-in-aid, showing provision for extension and improvement of local maternal and child health services are submitted annually; they vary among the states as the needs and resources vary. All the states, the District of Columbia, Alaska, Hawaii, and Puerto Rico are receiving such grants. All but eight of these governmental units made specific mention of activities in the field of health education in their plans for 1941-42. The plans of twenty-four states provided for forty health educators on the staffs of Maternal and Child Health Divisions.

Many of these health education specialists have been classroom teachers. They have certain main functions in common. They are the leaders in the state health

departments in the coordination of health education activities and they work closely with the state departments of education. Much of their time is spent in developing their co-workers as health educators. They work with the heads of other divisions in deciding upon the contribution of health education to comprehensive and long-term programs in each of these areas. They take part in staff conferences in local health units and give consultation to local health workers and educators on specific situations relating to health education.

Health and physical education teachers are urged to acquaint themselves with the plans for the use of the grants-in-aid in their own state, and to use those services which are pertinent to their own work. Since the plans of maternal and child health services vary so widely in the several states, the activities of each individual state have not been included in this report. Information about the activities in any state may be secured from the state health department or the Children's Bureau in Washington.

Women's Bureau.—The Women's Bureau was organized in 1918. It has the authority to investigate and report to the Department of Labor upon all matters pertaining to the welfare of women in industry. This Bureau formulates standards and policies to promote the welfare of wage-earning women, to improve their working conditions, to increase their efficiency, and to advance their opportunity for profitable employment.

Department of Agriculture

Several divisions and bureaus in the Department of Agriculture are concerned directly or indirectly with health education activities, and offer services to health educational workers. These include: the Extension Service, the Office of Experiment Stations, the Office of Information, and the Bureau of Home Economics.

Extension Service.—The Extension Service cooperates with state agricultural colleges in making available to rural people information on agriculture and home economics. Through the Home and Farm Bureaus, 4-H Clubs, and similiar organizations, its workers assist adult and young people in the application of the results of research to meet local conditions and to apply them to the individual farm and home enterprises. The Service coordinates the extension activities of the several bureaus of the Department of Agriculture with similar work conducted by the state agricultural colleges. It has charge of the Department of Agriculture's activity in the preparation, distribution, and display of agricultural exhibits and motion pictures. Through these educational activities, the Extension Service serves to aid in maintaining and stimulating the interest of farm families in progressive agriculture.

Much of this work is indirectly and directly beneficial to health educators. Since an individual's health is only one phase of his problems and interests, health cannot be treated as a separate entity in many instances. Often the health educator must seek to raise general standards in order to raise health standards. In working with the rural population, the activities of the Extension Service can be most helpful, because these workers treat the whole individual and the whole community and not just one phase of their problem. Their purpose is to help rural people and they do this from all aspects. Very frequently the health or physical education worker can improve his program by working more closely with the agents of the Extension Service, and no doubt such cooperation will be of mutual benefit. Health educators are urged to get in touch with the person in charge of the activities of the Extension Service in their own county. The title of this person varies; he is frequently called the Director of Extension Service, but also Home Demonstration Agent or Extension Agent.

Office of Experiment Stations.—The Office of Experiment Stations administers Federal funds for the support of research in agriculture and home economics by experiment stations in the several states and possessions.

Office of Information.—The Office of Information supervises the publication, press, and radio activities of the Department of Agriculture. It records the results of scientific agricultural research and then assists the several bureaus in popularizing this information in publications available to farmers, home-makers, and others interested in the practical use of the facts. Much of this material is of value to health educators; biblographies of it can be secured from the local county agent or from the Office of Information, Department of Agriculture, Washington, D.C.

Bureau of Home Economics.—The Bureau of Home Economics conducts research along many lines. It seeks to determine the qualities of agricultural products from the point of view of consumer needs and satisfaction. It studies the needs of families for food, clothing, housing, equipment, and other goods and services as guides to consumption and production. It prepares guides for standards for consumer's goods and other aids to homemakers in their problems of household buying. It determines the adequacy of diets of farm, village, and city families as guides to agricultural production. It is hoped that such efforts will improve national food consumption habits, increase the use of home-produced foods by farm families, provide guides to land use and bases for estimates of family income from this source, and help families with their home farm-management plans. It also studies ways of raising levels of living of farm families through the improvement of rural housing, better family food plans, and spending programs.

Since the beginning of the national defense program, the Bureau of Home Economics has concentrated its efforts on providing more of the facts needed by the citizens of the United States in maintaining and improving the dietary levels and general well-being of the whole population so that we may be ready for whatever lies ahead. As the course of world events causes changes in the employment of family

(Continued on page 488)

Health and Physical Education in a Rural School System

By
DOROTHY DRAYNA
Assistant Supervisor, Health and Physical Education
St. Louis County Rural Schools, Duluth and Virginia, Minnesota

WHAT kind of a health and physical education program is possible in a large rural school system? A practical answer to that question is found in St. Louis County—an area of some 5800 square miles—more than twice the size of the State of Delaware. While the cities and towns of this county all have their own respective organized school systems, the great rural population and the long distances involved require, in addition, an extensive network of rural schools. St. Louis County includes thirty-seven unorganized schools with a total enrollment of four thousand thirty children in grades one through twelve.

While one might think that such a large rural system would necessarily stress academic subjects with little or no emphasis on health and physical education, such is not the case in St. Louis County.

Supervision is provided for all boys and girls—from the first grade until graduation from high school. In recent years, physical education has been given a place of importance and prestige in the school curriculum.

In the grades the recess period is not a time of dismissal—when disorganized play takes place. Rather, it is an instructional period during which definite skills and activities are taught by the classroom teacher.

Just as in any rural school system, our teachers are called upon to be "jacks of all trades." High school teachers of physical education must combine that with English, art, science, mathematics, history—in fact, almost any subject in the curriculum. Grade teachers with the very minimum of physical education background are required to teach their classes highly specialized skills and activities. It is evident that the type of physical education supervision must be such to inspire these teachers with confidence and, at the same time, give them the necessary tools and practical helps to carry on a good job.

ONE of the first big problems in our ten high schools was getting the boys and girls into some type of a gym uniform. Financially, many of the girls could not afford to buy regulation suits. Furthermore, it was decided that personality could more easily be expressed if each girl wore a different uniform. So several sample outfits—shorts, shirts, one piece outfits, etc., were made of colorful cotton fabrics and wrapping-paper patterns for each style were made. Girls at each high school had an opportunity to model and examine these outfits. Then, with the cooperation of the home economics departments, each girl who wished to do so made her own uniform—receiving home economics credit for it as a home project. Now many girls make their own costumes each year—and have the additional pleasure of wearing them during the summer months—practical, modish, sports outfits. Now every one of our high school girls' classes is clad colorfully and appropriately in costumes costing from 46c to 94c.

That was not the end of our sewing. We are fortunate to have, in connection with our county schools program, an N.Y.A. sewing project—headed by a most capable and visionary woman. Through this group, we had "pinnies" made for all our high school classes. It was the first time our rural girls had heard of or seen pinnies, but now they automatically take out the red percale "slip-ons" for team games.

While most of our high schools had tumbling mats, they were in poor condition from years of hard wear and lack of cleaning. So all the mats were cleaned and then—to keep them sanitary—removable mat covers were made. These are of ordinary mattress ticking and can be laundered regularly and stored when not in use.

Perhaps the outstanding contribution the N.Y.A. sewing project has made to our physical education program is the "costume wardrobe." This was begun in May, 1938, and now consists of over two thousand costumes of all types and nationalities. These are authentic copies and, while made of scrap and substitute materials, are wonderful reproductions. Each costume is rented for a very low fee. Naturally, folk dance festivals, physical education demonstrations and exhibitions are made much more colorful and interesting through the use of these costumes.

THE population of St. Louis County is varied—being literally a melting pot of all nationalities. These people—steeped in foreign traditions—are still fond of their own particular folk music and folk dancing.

(Continued on page 490)

The Arts of War

By
ROBERT O. PARKS
Director of Art Activities
Memorial Union Building, Purdue University

A PROMINENT educator was inspecting the psychopathic ward of a large, modern hospital. Among the things she saw there were the facilities for treating patients by occupational therapy. She was particularly impressed by the quantity of art and craft equipment. As her guide explained the good results which art and craft therapy had produced, it occurred to her, "If this sort of activity has such a worth-while curative value, imagine how great a preventative value it must have! How much more economical it would be if, while an individual is still a normal member of society, he could be somehow stimulated to take an interest in the arts and crafts."

That value of the arts in helping to preserve man's emotional and mental balance has already been realized in thousands of cases. Many times, individuals are able to work out their recreational and expressive needs by themselves. And at Purdue University an extracurricular group project has, for the past three years, been in operation as part of our Union art program. There is no art school or department in the university and, until the inauguration of this program, there were few campus facilities for art to take a place as a means of recreation for the layman public. However, the chief concern of the Union art program has been the better balanced student, not the art-minded one.

Each year, several hundred students are newly attracted to use the leisure-time opportunities offered in this hobby project, the three Puttering Shop playrooms located in the basement of the Union Building. There they may work in wood, leather, and plastics, paint and draw, do postermaking, model in clay, carve stone, make and fire their own ceramics, construct models, and make charts that will be useful to them in their course work.

A classic with us is the remark of one student: "I started puttering because it was raining outside. Now I putter because I just can't help it." He realized that what he produced was not that mystery of the layman—great art. But it was certainly fun. It filled his personal need for recreation.

We have found that those who have had previous experience with the Puttering Shop art and craft media—except in grade and a few high school classes—are in the small minority. But once a university student has discarded the pseudo-sophisticated notion that such activity is either beneath his dignity or above his head and has actually tried making something, his product invariably surprises and pleases him.

No registration is required nor is any fee charged those who want to use the shops. Instruction is free for the asking. Students help themselves to the materials stocked in our storeroom. Materials are free with the exceptions of leather, wood, and casting plaster, which are sold at cost. A nominal charge is made for firing pottery in our kiln. The students are, of course, expected to use the supplies and equipment in the shops, otherwise the maintenance of the workrooms would be pointless. However, they keep everything they make.

There are no classes, but weekly Pottery Making nights and Watercolor Painting Parties have been held this past year. There have also been, on certain evenings, meetings of those students interested in Invention and Industrial Design.

NO method of forcing interest in our activities has been employed. Neither is there a rule of compulsory attendance for those already interested. Such means are artificial stimuli and stifle fun. Dogmatic and uninspired public school teachers have already spoiled art for most people by administering it as if it were a medicine instead of a milkshake. More than any other human occupation, this work should be a voluntary attempt at self-expression.

Every creative thought and action is made in an effort to re-design some small part of an individual's physical, mental, and emotional life so that the whole will seem more functional to him and to others. In the Puttering Shops the average student does not go about achieving these ends consciously. But it has happened that a student, putting away his tools or pulling on his coat after an hour's work will realize a little of what has happened to him, and will comment, "I feel so much more like going to class than I did when I came in," or "Gosh! I'm not in the dumps any more. It's funny what this stuff does for you."

Occasionally we have helped individuals whose need for the therapy of recreation was, they realized, a desperate one. We have found, however, that the person who can be made to feel unself-conscious about his need—however much pronounced—plays most happily. To lose himself in an effort to paint as well as he can is enough. Or his need will be filled if, working without hope of profit or prestige, he makes a professional

looking wallet, a pair of gloves perhaps, a record album or a camera case or a desk lamp which he can use or which, to his additional gratification, someone may offer to buy.

"What sort of people use the shops?" is a question that is often asked. The answer is that they are ordinary folk and that from gridiron stars to future foresters there isn't a beret or a Van Dyck beard among them. The kind of dilettantism which it is our place to encourage is almost paradoxically red-blooded and wholesome. The more fashionable we can make arts and crafts among ordinary people, the less prestige it will have among "queers" and esthetes. They do not flourish in such an atmosphere.

In as highly technical a school as Purdue, there has been a real need for the mental and emotional playground the Puttering Shops provide. Our students have learned in their classrooms two things indispensable to those who would do creative work either professionally or as an avocation. They have learned to do orderly and qualified thinking. They have also learned to respect materials. Rare are the credit classes where they can learn to think of materials creatively in terms of human wants and needs. In the Puttering Shops they may learn this. Thus the accomplishments of their leisure time may later become of considerable professional value.

It is sometimes difficult for a man to continue in his leisure time to think in an orderly way and with direction. By "puttering" we do not mean to suggest a purposeless frittering away of one's time. If the student lets his capacities for concentration idle during his leisure time, his efficiency in his school routine will be seriously impaired. Conversely, his good playing habits will improve his working habits.

ALTHOUGH creative thinking is a process taking place within the individual mind it is not necessarily anti-social. This year, for example, a definitely social organization, The Purdue Student Art Guild, has been formed by a group of students whose interest in art developed mainly in the shops, in actual contact with arts and crafts materials. Their increasing experience at creative work resulted in a mounting curiosity about professional methods and accomplishments. Through the year they have considerably broadened their own enjoyment and understanding of all the arts, and have also helped to foster a wider campus appreciation for them. They have done this by means of a regular weekly series of broadcasts over the University station "to make lively, simple, and timely for you, the arts of man." They have presented a series of particularly outstanding fiction and nonfiction, foreign and domestic films in the Purdue Hall of Music. The purpose of the film series has been, "to increase local critical appreciation for the motion picture, most popular and widely understood of all the contemporary arts."

They have also taken an active interest in the constantly rotating exhibits which hang in the Union Building. Volunteer committees have frequently hung Union exhibits, and made and distributed posters advertising them. They have prepared two exhibits of their own. The more recent one, "War Art," suggests the uses to which our graphic artists are being put at this time by government, industry, and press in dramatizing the nation's war effort. Upon the occasion of a recent University Convocation lecture on the war, it was given a preview showing at the Hall of Music. In two hours it attracted an audience of nearly a thousand persons. After display at the Union Building the exhibit is to tour rural areas near Lafayette, hanging in schools, churches, libraries, and civic clubs in communities where many people have never seen an art show before.

The Guild has just concluded a survey of student art opinion "to guide us next year in planning campus art activities for your enjoyment." The results of the survey indicate that a large percentage of the total number of students interviewed—about one tenth of the entire student body—have appreciated our past activities and have genuinely sympathetic suggestions to make for the future. They beg for "more education," "more advertising about your activities."

Because we believe that we reach the largest portion of our local audience by means of our Union exhibits, we intend to make a special effort to observe the student's exhibit preferences. The survey shows us that exhibitions of photography, architecture, the print media, the motion picture, and the cartoon will be most popular with our particular local audience. Shows of painting, dress design, industrial design, commercial art, sculpture, crafts, and theater arts follow in that order of preference. It has always seemed significant to us that those exhibits of other subjects than painting and sculpture, which are comparatively remote from daily life, arouse the most curiosity here.

IT must be kept in mind, however, that our objective is not primarily to establish a campus-wide participation in art experience of some kind, any more than to make artists of the psychopathic is the objective in institutions where art and craft work is encouraged. The objective is always Man. The value of the arts is invariably that it helps integrate personality by broadening mental and emotional, sensory and social experience. Art appreciation and production is also a valuable means of clarifying human attitudes. Art is not more important than Man. It can rise no higher than its source. It is important only insofar as it is useful to him, stimulating him to think more imaginatively and critically about the world he lives in.

The talents which produced the folk arts—those expressions of whole societies in past eras—are not dead. Incentives still exist for similar creative thinking and doing though they are not the same incentives which impelled our forefathers to create. Contemporary creation will be determined by new materials, new limits on working time, new social pressures. Neither have critical and appreciative faculties de-

clined. These are human qualities having little to do with race or time.

He who ridicules the arts because he has never proved them to be useful in his own life, discountenances himself. Unsympathetic parents or teachers may have frustrated his desire. But our artists have not failed him. It is a characteristic of great art that it possesses a kind of appeal at once timeless and universal. That appeal exists to supply those basic human needs which change only in intensity from time to time. Among those needs the one for peace, order, inner harmony must be satisfied if what we know as man's sense of civilized living is to reach maturity. There is also the need to have in continual action an adaptive process that the world's chaos may be brought to some semblance of order for man, its parts rearranged into a more logical and harmonious whole. To do this is the job of the artist in society. All who have eyes to see and ears to hear will not remain unmoved before him.

A fine contemporary American painting or the good functional design of an object in mass production can be as exciting as a good movie, as much fun as a game of golf or bridge. We at the Union have proved that it isn't impossible to make it seem so for our campus audience. It is, of course, impossible to measure quantatively the good we are doing, for its effect may never appear in a place and at a time it can be seen and evaluated by us.

No obvious curio of his behavior, a genuine art appreciation works subtly in many indirect ways as part and parcel of a man's daily life. It is an eminent example of a recreational interest absorbed into the constitution of a man's total education and experience. It may reveal itself in many curious ways. For instance, those principles of good proportion which we may point out to a student in a Union exhibition of sculpture may be transferred in his mind to apply to the problem of buying—more critically now than he would have bought before—an ashtray, a patterned necktie, or a suitcase.

The showing of a Walt Disney film accompanied by a mimeographed explanatory program at a Guild movie may sharpen an individual's appreciation for Disney's means of simplifying form to heighten expression. This knowledge may be recalled later when he studies the effectiveness of a political cartoon, an ad, or "the funnies" in his daily paper.

One of the greatest personal satisfactions resulting from the leisure-time study of art is the ability on the part of the individual to observe more sensitively the world he lives in. One proof that we have succeeded in helping a former university student to do this is indicated by a letter we have received from her from the eastern city where she now lives. "Last week," she writes, "coming back from the museum, the subway was jammed with afternoon symphony goers and it was the most wonderfully interesting car I've been on yet. I wanted to jump up and down and yell, I was having so much fun looking at the people and the colors and the patterns in the car—and if it weren't for you it might have been just another subway and a crowd."

At Purdue she had been a well-adjusted, hard working student, but she had a great desire to do things with her hands and made time, finally, to become a frequent visitor to the shops. It was her interest in molding our materials into her ideas that resulted in an increased appreciation for professional production. And as her conversance with professional work developed she began to look at everything pictorially or in terms of whatever media held her interest at the time. The total result in her case was logical and typical of the wholesome interest which has developed in a number—though by no means all—of the students working in the shops.

ANOTHER advantage is in increased consumer intelligence, for who, after having personal experience working in materials, will not be more able than before to discriminate between good and poor ones, and between good and poor workmanship?

Whoever directs such a program as the one herein described, must himself be well fortified with patience and sympathy. He should not be easily discouraged, or those he seeks to help may fall heir to discouragement. He must be capable of great enthusiasm. No one can create happily in a listless atmosphere, and novices, so often unsure of their own abilities, are remarkably sensitive to the attitudes of their mentor. Above all, he who is trying to serve people in this way must not strain them to accept more than they are progressively capable of accepting. Just a little help occasionally is enough to keep them developing. Neither must his aim be to capture, "in one fell swoop," a large clientele. He must go after a fellow here and a fellow there. The real interest of a few begets the interest of a few more. The good news travels. The fearlessness to try something new begets itself. Patience breeds patience. Enthusiasm begets enthusiasm.

At the Purdue Union we are working to keep our art program young and supple, to keep its attractions always fresh. As in all the other opinion industries, the point of view which appears in the arts—always spokesmen of their times—will change to interpret the rapidly changing world. And art education, like all other educational programs, must be capable of modification if it is to survive and grow in the years immediately to come.

In no time more than in our own—this period of war, are the arts so critically judged. For when all but the minimum physical essentials of living are suspect, the arts—long regarded by the man on the street as luxuries of the few—are in grave peril of being totally ignored.

But although all civilians are expected to bend their fullest efforts to the nation's war effort, leisure will not entirely disappear. Man's need for play cannot be denied. Will his media for play then be frenzied

(Continued on page 492)

Military Values

By
C. WARD CRAMPTON, M.D.
Boy Scouts of America

WE are at war. Physical fitness programs are developing rapidly in the U. S. Army and Navy. They are lagging on the civilian front. The most vigorous and dynamic influence for civilian physical fitness in America may be the Y.M.C.A. Physical fitness training in the schools and colleges has been degenerating in some places into free play on the one hand and spectator athletics on the other.

Much that is good in physical fitness training in our American civilization came from the Springfield Y.M.C.A. Training School, and from the brain and heart of Luther Halsey Gulick. He was an instructor of Dr. Naismith, who fathered basketball. Gulick suggested the Maroon Triangle which typifies body, mind, and spirit. This is a fundamental Y.M.C.A. concept and a contribution to American man-training. The Roberts' dumbbell drill and Roberts himself make calisthenics inspiring and alive.

I had the privilege of taking a part in the national development of the program as a boy, leader, contestant, instructor, coach. I saw it extend in the Public Schools Athletic League, the School Hygiene Association, Athletic Research Society, and many other national organizations for health, recreation, welfare.

The Y.M.C.A. man of today has a magnificent heritage of national service. That service was rendered by forward-looking men—leaders, pioneers, backed up by the rank and file of the men on the gym floor, men of vision, sacrifice, and immense labor, power, and strength.

The future is before us. The world is being remade. What is our part?

THERE is now no national American physical fitness program. There is no great national vision of personal power and strength for service. Can the Y.M.C.A. assemble its forces and show its vision to the people for their inspiration and guidance? This is a call and a challenge to every man in the organization. We are now in a bloody, vicious, and destructive war. Backed by our history, by our standards, and by the full resources of the Almighty, we must be more vigorous, clever, wise, and powerful than forces of destruction.

We have the program. We have equipment. We have trained men and we have the prestige. Now let us see what we can do.

The objective of the Y.M.C.A. program is service to God and man. Its method is prayer and work. Its field is the body, the mind, and the spirit. The program is well set forth in the "Report of the National Physical Education Committee and the Physical Education Society" in the *National Council Bulletin* for March, 1942. You should study it with care. I shall make only four suggestions.

The Health Examination.—Put this on a war footing. Get new and better doctors, calling upon the county medical society, the draft board, American Legion, etc., for cooperation. Make your objective military, i.e., fitness for Army or Navy, and a similar state of efficiency for civilian duties on the home front. Base your examination procedure on the military procedure. See that each doctor understands what you are doing in the gymnasium and why. Ask him to tell you what you should do for the man and then do it.

Program—Recreative Type:—Recreative activities are essentially old-fashioned race folkways of developing: (1) muscle, (2) endurance, (3) motor skills used in fighting.

This brings you to the whole curriculum of athletic sports, and especially outdoor activities. Just now, it may be pointed out that most wars are fought in the outdoors—in the air, on the sea, under the sea, and in the jungle.

While you can do much in the gymnasium, you must keep the mind centered upon outdoor skills: camping, hiking, and the like. Every man should restudy the Boy Scout program. This is perhaps the best premilitary fitness program in existence.

The Y.M.C.A. showed the way in boys' camping activities. It has good camps now, but it can't have too many or too much. To be specific: Every American man ought to be vigorous and tough enough to do things like the following: climb a tree, lift and carry a man, dig a ditch, run a mile, swim a mile, work a whole day of 24 hours continuously without food, shelter, or sleep. He should learn to fight and learn to like it. He should learn to take care of himself outdoors and not have to get "tucked in" at night and his breakfast handed to him on a tray. He must learn to dodge, hit, fall, push, shove, lift, haul, struggle with things too hard, too heavy for him and conquer them.

To do this he must be trained physically, mentally, and spiritually. He should have a body hard and muscular, but not too muscular. His chest should be 10 per cent larger than his waist, harder than hickory. He should be able to hold his breath 69 seconds (R.A.F. Pilot standard). He should be able to see clearly in semi-darkness, and he should be at home in the woods, on the trail—in the dark as in the light. He should

(Continued on page 498)

A paper presented before the Eastern Region Y.M.C.A., Physical Directors' Conference, March, 1942.

A Program Supplement - - - a Toughening One

By
RUBY A. HOLTON
Director of Physical Education for Women
Drake University

THERE were several things that made us decide on the use of sandbags as part of our toughening program in the Department of Physical Education for Women at Drake University.

British women had said, "We didn't know how to lift and we did not have the strength to carry anything when the war effort demanded that we do both." Therefore, it seemed reasonable that we might be equally deficient in those capacities; further, that it was our responsibility to give our girls the opportunity to develop the added strength they might very soon need.

Any program undertaken would have to be one that would carry itself, once it was organized, because of the heavy teaching schedules of the staff. Part of the problem was to find something of the moment—something that would arouse the interest of people relatively untouched by the war in January when this program was being formulated. Finally, budgetary limitations do have a way of making one do things inexpensively.

We had forty sandbags made ranging in weight from 15 to 70 pounds, each one labelled with its actual weight. The first ones were made of regulation khaki, but since we have become more experienced in the way of sandbags, we have switched to the more durable denim. We made them in different shapes as well as weights.

The thing we planned to get from their use was added strength to lift and to carry. Knowing that most of our girls were low in both hand and arm strengths, we thought the different shapes might help develop hand and arm strength along with trunk and legs. And they have done so. It is surprising to the girls how the bags, especially the long, narrow ones, do get away from them if they do not hang onto them with their hands. Because they really simulate an unconscious body in slipperiness, we have coordinated their use into our courses in first aid in several instances.

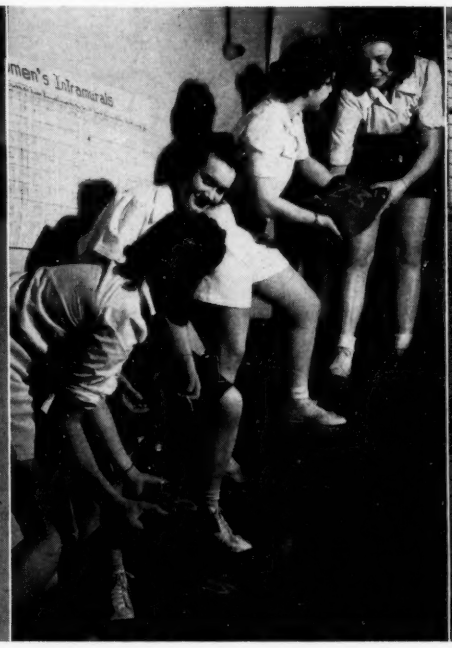
When the bags were ready, they were piled in our lobby. Each class was shown how to lift them and asked to carry them with an upward thrust of their bodies. They were told to start with the lighter ones and to use their own judgment as to when to progress to a heavier one.

I should say at this point that the whole emphasis of our health service is to make each girl capable of being her own judge of her behavior, and, for the most part, they need little correction.

The first use of the sandbags was simply to pick them up properly, carry them upstairs, and put them down on the floor slowly; then to repeat the procedure at the close of the class. Our stairs are easy, so the handling, even by our "softies," caused no great commotion.

Next, they carried them around the gym floor, in addition to the stairway, before and after class.

The third progression was up two flights of stairs to the ping-pong balcony.



One day when we were discussing rescue work, scaling, etc., we noticed that some in the group fairly went white at the mention of getting off the ground any great distance. This seemed to be an educational area that needed attention. We attacked it by having a ladder hung from the balcony, and every class went up as routine. This did take a bit of time from the class period, for it needed watching at first, but it has been well worth it.

The first step in scaling the ladder was to go up and down using both hands and, of course, both feet. It was a surprise to many of them, some of whom had hung on every tree and climbed most any lamp post when a child, to find that their adult bodies presented quite a new problem to them. When so many of them said, "My knees get in the way," we urged them to make their arms help pull them up, and that not only straightened out that difficulty, but also kept them looking up, which was important for those a bit afraid.

The next progression was to go up with one arm hanging, not using it in the ascent or descent. The suggestion was given that later they would need it to balance a sandbag or some extra weight they would be carrying.

Later, the girls took the lighter and the more slack bags, balanced them on their shoulders, and scaled the ladder. At the top, they got off onto the balcony. Our balcony presented some hazards for getting off, and we purposely got a ladder that had a narrow top so they needed to watch their balance. The girls were cautioned to keep most of the weight forward in the bag and also told to let it go if it started slipping in these first attempts. To date, only one bag was dropped, but we still keep the under-area clear, for we would hate to have one hit a fair coed on the head.

When they had progressed to feeling safe with the bag, they were asked to unload it from one shoulder onto the top rung and to put it back again on the other shoulder. At first, an assistant would hold the girl who was handling the bag closely about the waist. After a few practices, most of them have enough ability to handle a 30- or 40-pound bag in this unloading and loading without assistance. There are a few that still have not been able to manage by themselves.

One morning recently when I was assisting at the top, I found myself saying, "You know now that you could carry an unconscious child down this ladder, don't you? You have about that much weight right there." We had discussed the problems of unconscious bodies previously.

We still have to learn to come down facing outward. I suppose there is little value to this except to give a greater feeling of security anywhere. Some of our girls are much slower in getting over fear of height than others.

We also made a relay of passing the lighter bags from girl to girl as we asked them to line up on the stairway on their way to class. Some chantey or any work song might be used here—Walt Disney's "Away

(Continued on page 489)

Physical Fitness and the "Schools at War" Program

By
DOROTHY LA SALLE
Physical Fitness Specialist, U. S. Office of Education
and
NANCY LARRICK
Education Section, War Savings Staff

RIGHT now, in the far Pacific, a tiny life raft may be bouncing around on the choppy sea. That raft and the physical condition of the men who cling to it may mean the difference between life and death for a handful of our sailors whose ship has gone down. As those men hang on, struggling to save their lives and to help their wounded comrades, we sit comfortably reading a magazine or listening to the radio.

But can we sit comfortably? This is our war, too. Those are our men. If you have been buying War Bonds and Stamps that life raft may have been purchased through your War Bond savings.

This is total war—war in which every one of us must take his part whether in the armed forces or in civilian service. Today our soldiers are fighting to preserve freedom for us and for future generations of Americans. To make their fight successful we on the home front must work and sacrifice to the limit of our strength and ability.

These are obligations for each one of us, whether in the factory, on the farm, or in the school. For in total war, schools are at war, too—an army of 32 million young Americans.

Schools at War Program

To enlist these boys and girls in the steady, unflinching fight for freedom the Schools At War Program is being sponsored by the War Savings Staff of the Treasury Department, and the U. S. Office of Education. Intended to intensify and unify the wartime activities of all the schools of America, the Schools At War Program will also publicize the fine work of students and teachers through a series of local and state exhibits of school war work. A giant exhibition, to be known as America's Schools At War, will be the national display of outstanding projects of the entire nation.

To enroll in the Schools At War Program, each school will organize its students and faculty so that every individual is participating wholeheartedly in the national fight for freedom. This means that classroom and extracurricular activities will be adapted to the new demand of education for victory.

Every teacher in America will receive through his superintendent an official Schools At War poster and handbook of suggestions. In addition, every school principal will receive a Schools At War scrapbook for his school's wartime report to be completed January 7. Clippings, photos, programs, graphs, written reports, and drawings may be used in the scrapbook to describe the accomplishments of that particular School At War.

The Schools At War Program names three civilian commands for every citizen: *Save, Serve,* and *Conserve.* Everyone must obey these in order to help our men, fighting in the scorching sands of the desert or in the bitter cold of polar seas.

In this critical hour, *saving* has become a matter of national significance. We must purchase War Bonds and Stamps so that our men may have proper military equipment now, so that the United Nations may take the offensive on several fronts, and so that large quantities of food may be shipped to our allies.

The second command, *serve,* will mean training and volunteering for school and community war work. Training classes for service may include first aid, nutrition, home nursing, child care, and civilian defense activities. Working in the fields, aircraft spotting, manning defense communication lines, are all tasks for youths who wish to serve.

Inseparable from these is the third command, *conserve.* Immediately, that suggests the highly important salvage campaign. But it should suggest also the conservation of human resources and the development of increased health and fitness. The army in the field must be physically fit to strike knock-out blows to the enemy. The nation at home must be physically fit to build ships and airplanes, to till the fields and raise foodstuffs.

Physical Fitness Program

Recognizing the need for physical fitness, U. S. Commissioner of Education John W. Studebaker recently appointed a committee to prepare a course of study in physical fitness for secondary schools. The committee consisted of representatives from the Army, Navy, and Air Force, from public schools, from the American Association for Health, Physical Education, and Recreation, from the U. S. Public Health Service, and from the U. S. Office of Education. This course of study is now on the press and will be distributed

(Continued on page 495)

Flag Swinging as a Physical Education Activity

By
BETTIE WALTERS
Washington High School
Brainerd, Minnesota

THE art of flag swinging as introduced to America and first taught here by Franz Hug of Switzerland has proved to be one of the most graceful arts ever developed in this country.

We have found that the activity which was originally intended as an added attraction for high school and college bands works excellently in the girls' physical education program as a medium for teaching fundamentals in rhythm. The fact that every girl who for the first time takes a flag in her hand forgets about herself completely in relation to whether or not she can move to a certain rhythm seems to me to be an important one. Inhibitions of normal movements of the body seem to break down at the first attempt to swing the flag in a figure eight.

After a few days of individual swinging, a group rhythm can be established, if wanted, by using the piano, drums, etc. It will be found that a count of three to a swing will be the best fitted to the activity.

This is one way of introducing flag swinging to a group. I presume there are many others. We found that the following things, along with rhythm, are brought out definitely in this activity.

Flag swinging is a specific and specialized coordination. It requires coordination between mind and body. As in any activity which requires a routine, there must be a learning process which in turn with the help of the kinesthetic sense, produces, through the movement, a finished performance. There is a definite value, it seems to me, in routine learning, whether it be in flag swinging, dancing, basketball and football plays, or marching formations. Teaching the mind to retain a given routine and then to have that process executed

by body movement is one of the finest learning processes known. Flag swinging is a contributing factor in the development of the whole, well-integrated, well-balanced, and normal individual.

The rest of this paper could easily be devoted to the discussion of what flag swinging contributes to good posture. First of all, anyone standing before a group of people will become conscious of his appearance and posture. Flag swinging, while promoting just this very thing, does a little more. In the classroom where the activity is merely being done by the group, and not before a group, I have noticed decided changes in the attitude of the entire class toward appearance. Everyone unconsciously stands straighter; chins are pulled in; shoulders are back, and the general posture is im-

proved one hundred per cent. In a performance, this attitude is carried over, and the general appearance is excellent.

Poise is also developed by flag swinging. Indefinite in quality, nevertheless it makes the individual appear cognizant of himself and his relationship to his surroundings. What impresses me is that the girl who develops this quality, partly with the help of flag swinging, carries it over into her everyday habits of living.

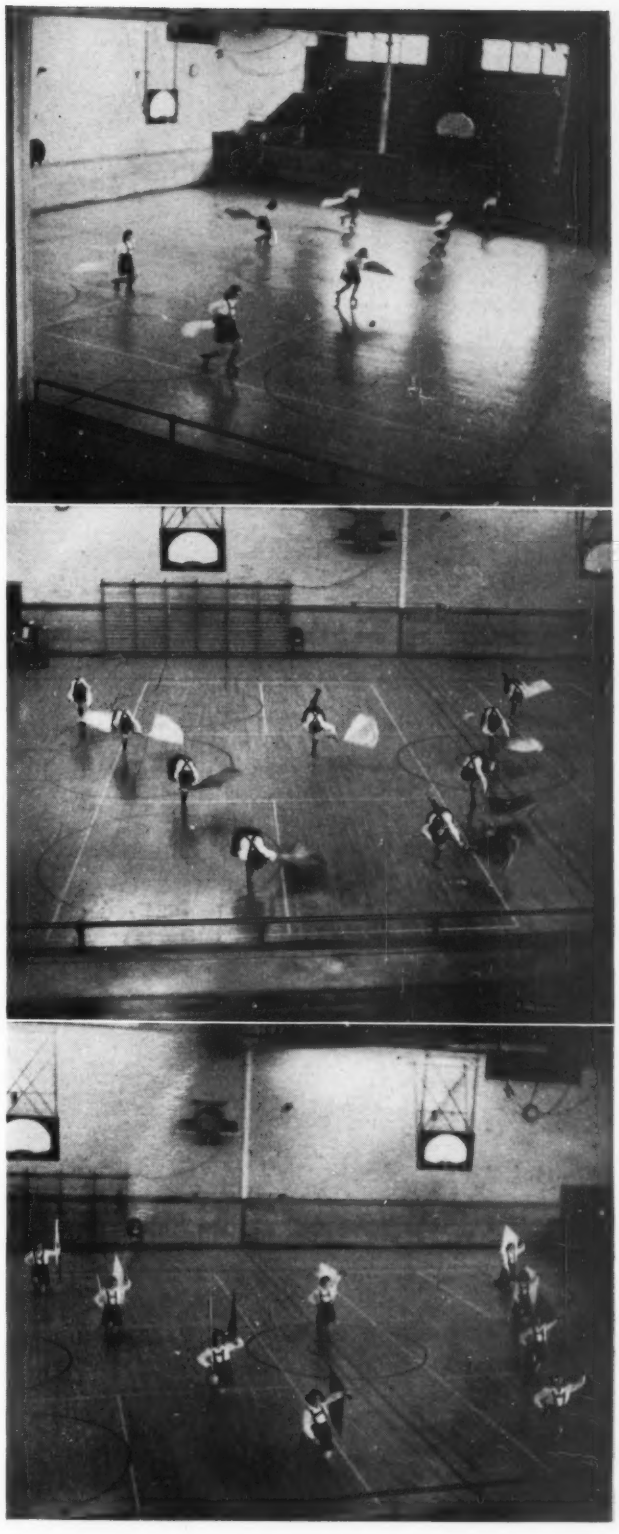
Marching with the flag comes without thinking. After the group has learned a few fundamental handle grips and the figure eight, and after they have experimented a little with various other movements of the flag, they will begin to move the feet and start marching to the rhythm already established. From that point on, the instructor can bring in all the marching tactics he cares to with the resultant stress on posture and good carriage.

As the performer becomes more adept in the art, individuals in the group will begin to create parts of routines or whole routines. This is valuable in itself and justifies the activity without much explanation. What a "lift" comes when we feel we are creating something with someone else! Creating, in any form, integrates that indefinable quality in the individual with the definable.

We have found that there are other activities which can be combined with flag swinging. They are dancing, roller skating, ice skating, and cheer leading. Perhaps we have broken away from the traditions of true flag swinging, but we have tried to be original. Is it necessary to follow the traditions of an art when the value of that art today depends upon what we can contribute?

The ovation the girls received when for the first time they appeared at a basketball game swinging a flag while roller skating tells me that there are endless possibilities in this art, not only for class activity but also for professional performances as well. The comments of individuals in the audience that evening were that they had never seen a more beautifully synchronized picture in performance. True, there is a lot of color and flash to the flags, but it is also the graceful rhythm and the well-balanced body control that appeals to the spectator. (Incidentally, the skates are of a special make that will not mark the floor.)

The performing group in our school practices an average of four hours a week during the football and basketball seasons. I know, and the girls themselves have realized, that their physical condition has greatly improved. One girl stated that she had much more strength in her arms, especially the wrists, and that she plays a much better game of badminton. Considering the activity, this would be the logical result. But they have also noticed that they are less tired at the end of a school day, that they are doing better in their school work, that they are less nervous, and that there is an improvement in their physical education activities. All in all, they are becoming physically fit. I do not presume that this activity can alone be responsible for



producing this feeling of well-being, but I do maintain that flag swinging or some similar, regular activity will definitely enhance a better physical status.

A visitor in one of my classes the other day asked me where flag swinging could best be used. I hadn't thought of that angle before, but I believe it makes its best appearance on the football field. There, the

(Continued on page 494)

The Role of Intramural Athletics in Total Defense

By
CARLTON H. REILLY
Director of Intramural Athletics
Brooklyn College

THE impact of the war has its effect upon all health, physical education, recreation, and safety programs. On every hand we see a new emphasis upon physical fitness with the rigorous exercises that are necessary for the training of both the civilian and the soldier in the armed forces. At the present time, the national leadership seems to be vested in athletic coaches as shown by the number of men who have been signed up by Commander Gene Tunney's organization for navy personnel and by Lieutenant Commander Thomas J. Hamilton's organization now in operation at the U. S. Naval Academy, Annapolis, Maryland. (The men in the Hamilton program will have charge of the naval flying cadet activities at North Carolina State College, University of Georgia, University of Iowa, and St. Mary's College on the west coast). The coaches, we believe, have been enrolled because of their outstanding ability to take a group of athletes at the beginning of a sports season and put them into excellent physical condition in a relatively short space of time. We have nothing but admiration and respect for these men and we know from experience of the efficiency of their training program.

For all too long intramural athletics, in fact the whole intramural program, has been the step-child of the intercollegiate program. By and large men and women have thought of the intramural program as organize the teams, give them a ball, provide a student to officiate, register the scores, and by all means, take the attendance. There has been no recognition of the true importance of the program by sports writers or by the college authorities in general. For example, several of the sports writers in New York City, in discussing the Halpern bill, which would return interscholastic athletics to the several boards of education, thereby taking the program away from the state department of education control, have referred to the intramurals in scathing terms as "sissy athletics," "passing recreation" conducted by physical education teachers, "lunkheads" who have spent four years learning how to touch their toes, whose main contribution has been that of getting students into open order formation and putting them through mass exercises.

I believe that there should not be any conflict between the principles and objectives of intercollegiate athletics and intramural athletics. The Annapolis program, which it was my privilege to observe in operation during the Easter holidays, emphasized intercollegiate athletics for the top-flight athletes, and intramural athletics for all others.

I believe that the success of the intramural program depends very largely upon the interest of all teachers and coaches in the college, and I am happy to report that at Brooklyn College the eight varsity team coaches and all other teachers accept regular assignments for the organizing, teaching, and supervising of the intramural program. I may say in passing that while I have been assigned to the direction of this program, that it is only a part of my work, as I too handle instructional phases of hygiene in the gymnasium, swimming pool, and the athletic field.

INTRAMURAL athletics is important in the total defense because of the great numbers that can and do take part. I firmly believe that all students who are physically fit should have the opportunity to take part in intramural athletics. We as teachers can and should set up desirable goals, goals that can be achieved. The activities should be purposeful and their objectives clearly understood by the participants. The activities should be vigorous and body-building in nature. The phases of the intramural athletics program that in my opinion would best contribute to our all-out effort for national defense would be football, baseball, basketball, track, speedball, boxing, wrestling, soccer, individual combatives, hiking, and swimming. I would not decry the importance of tennis, golf, table tennis, badminton, bowling, roller skating, archery, etc., for their recreative and morale values. They all have fine physical values, but in general, I believe that they lend themselves to a re-creating of the individual in pleasurable activities. I would stress swimming in the program and would motivate the program in the type of swimming which is now being emphasized for the army and navy fliers, that is (1) the head high out of water to escape oil fumes; (2) under-water swimming (a minimum of twenty yards is the present navy standard); (3) swimming on the side with the scissors kick to help rescue

(Continued on page 497)

A paper presented before the College Men's Section of the Eastern District Association, A.A.H.P.E.R., Pittsburgh, 1942.

NATIONAL ASSOCIATION NEWS

National Institute on Education and the War

THE United States Office of Education Wartime Comission sponsored the "National Institute on Education and the War" held at American University, Washington, D. C., August 28 to August 31, 1942. A symposium was held on the subject of "What shall we do about health and physical fitness for war?" Agnes Samuelson, Secretary, Iowa State Teachers Association, served as chairman; C. Mayhew Derryberry, United States Public Health Service, served as Vice-Chairman; and Ruth E. Grout, United States Office of Education, served as reporter. Presentations were made by Lieutenant Colonel Theodore P. Bank, United States Army; Jackson R. Sharman, United States Office of Education; Colonel Leonard G. Rowntree, Selective Service System; and Lieutenant P. L. Woerner, United States Naval Academy.

National Hearing Week

THE American Society for the Hard of Hearing, Washington, D. C., is sponsoring the observance of National Hearing Week, October 25-31, a special week designated for a program of education to acquaint the public with the causes of deafness and the need of guarding against them. One hundred sixty local societies for the hard of hearing in the United States and Canada will participate. The Society advocates hearing tests for school and pre-school children, followed by medical examination and prompt treatment when indicated. All children with a definite hearing loss should receive instruction in lip reading; some should use hearing aids and has lessons in speech correction; all should have the wise vocational counseling that will make serious adjustments in adult life unnecessary should the loss of hearing increase.

Photographic Competition Sponsored by Red Cross

CHAIRMAN Norman H. Davis, American Red Cross, has announced a national photographic competition with 122 prizes consisting of war savings bonds with a total maturity value of $5,125.00. The competition will continue through October, November, and December, and two classes of awards will be made. For the best photographs submitted each month 36 prizes will be awarded, to be followed with 14 grand prizes to selections from among the monthly prize winning entries. Entrants may submit as many pictures as desired but no photographs which heretofore have been published are eligible. All entries must portray an activity of the American Red Cross or be symbolic of the spirit of the American Red Cross. The only persons barred are paid employees of the American Red Cross. All entries must be sent to 598 Madison Avenue, New York City.

Commander Gene Tunney Forms Advisory Committee

WITH the approval of Rear Admiral Randall Jacobs, Chief of Naval Personnel, United States Navy, and Captain F. U. Lake, Director, Training Division, United States Navy (Ret.), Commander Gene Tunney has formed the Civilian Advisory Committee of the Bureau of Naval Personnel's Physical Training Program. Dr. F. W. Maroney of Brooklyn College; Dr. C. H. McCloy of the University of Iowa; Dr. E. D. Mitchell of the University of Michigan; Dr. N. P. Neilson, Executive Secretary, American Association for Health, Physical Education and Recreation; Dr. S. C. Staley, University of Illinois; and Dr. A. H Steinhaus of George Williams College are among those serving on the Committee. Dr. McCloy is serving as Chairman. The Committee convened in Washington on September 15, 16, and 17 and will render a report soon containing recommendations on the Physical Fitness Program for the Navy.

Our Sympathy

THE many friends of Ernst Hermann, former Dean of Sargent College of Boston University, will be sorry to learn that he died in September.

We also are very sorry to report the death of Frank Louis Kleeberger, Professor of Physical Education and Director of the Gymnasium for Men, University of California. A more detailed account of their contributions to the field of physical education will be found in the November issue of The Journal.

Southwest District ❖ ❖ Association News

President—James W. Coleman, University of Nevada, Reno

Vice-President—Mrs. Leo Gleaves, University of New Mexico, Albuquerque

Sec.-Treas.—Janet Wood, Arizona State Teachers College, Tempe

News Editor—Margaret King, Roosevelt School, Salinas, Calif.

NEW MEXICO . . . . . By Birdie Bryan West

George Petrolanus, President of the New Mexico State Association, is now a member of the physical education department at the University of New Mexico. Carolyn Greenway, physical education instructor of the Las Cruces High School, is at present the only physical education person in the state to have joined the W.A.A.C. Miss Greenway left August 17th to begin her training. Captain Ted Shipkey, former head football coach at the University of New Mexico, is now recreation director at the Albuquerque Air Base. Loys Hayes, physical education director of the Albuquerque Y.M.C.A., is now stationed at San Diego, California, with the navy. Roy Johnson, head of the Men's Physical Education Department of the University of New Mexico, who has been out of the army service since December has re-entered. Chief Petty Officer Milam is now head of the physical education for the Naval R.O.T.C. at the University of New Mexico.

NEVADA . . . . . By Ruth Russell

The beautiful new gymnasium of the University of Nevada is about three-fourths completed. Unfortunately, it can not be finished until after the duration. Although the students and faculty are most disappointed, they are willing to sacrifice the completion of their new building in order to let more raw materials go to our armed forces.

During the last few months the Nevada Physical Education Association has had several of its members join the Army, Navy, Marines, and W.A.A.C.

UTAH . . . . . By Bernice Moss

As Utah schools open for another season, the teachers of health and physical education are faced with the most serious and difficult job of their teaching careers. The emphasis in the program has shifted to more adequate preparation of both boys and girls for war service. Schools are being urged and instructed to revise their health and physical education programs in such a manner that physical strength, endurance, coordination, and skill will be developed in every student. Recreational, character, and social objectives of physical education are not being abandoned, but schools are being urged to strive for these objectives through the medium of the more vigorous activities.

The annual convention of the Utah Association for Health, Physical Education and Recreation has been cancelled for 1942. This action was necessitated by the cancellation of the meeting of the Utah Education Association.

In spite of the large number of men who have left teaching for the armed services and for industrial work, there is a surprising number of trained men now employed in the schools. The shortage of trained women is more acute in many areas than the shortage of men.

Bernice Thomas, former president of the Utah Association, has sailed for foreign duty as a Recreation Worker for the American Red Cross. Jessie Schofield, former Superintendent of Recreation for Salt Lake City, is doing similar work among convalescent soldiers at Hoff Hospital in Santa Barbara and expects to be transferred soon to the new military hospital in Brigham City, Utah.

Increased emphasis on instruction and training in First Aid and Accident Prevention will be made in the high schools of the State during the current year. The State Department of Education is cooperating with the American Red Cross in urging more instructors to avail themselves of training opportunities in this vital area.

Ardelle Carlson, physical education instructor at Lincoln High School in Salt Lake City, is one of two women recently chosen to participate in the Emergency Ski and Mountain Patrol which will operate throughout the mountain area east of Salt Lake City during the coming winter.

Bernice Moss has returned to her position as State Director of Health, Physical Education, and Recreation following an eight-month leave of absence during which time she was engaged in graduate study at Stanford University in California.

Curtailment of travel and the necessity of using high school students to assist in the harvesting of crops has necessitated some alteration in athletic plans and schedules. The schools in Region One of the Utah High School Athletic Association have announced that they will not participate in the competition for the state football championship although they intend to carry on their local schedule as far as possible. Nebo District has abandoned football competition this fall and a few other districts are considering the advisability of similar action.

CALIFORNIA . . . . . By Margaret King

The Office of the Division of Physical and Health Education reports war has cut deep into ranks of male coaches throughout the state.

San Jose men and boys who want to toughen up will be offered a city-wide physical conditioning program this fall and winter. The Y.M.C.A., San Jose State College, and the local high schools are expected to cooperate in the conditioning program. This program will give San Jose men and boys a chance to become conditioned before they enter service. And even if they do not enter the service, they will be in better condition for civilian life in wartime.

The Office of the State Supervisor of Physical Education has been moved to the State Building in Los Angeles. Verne Landreth is the new State Supervisor succeeding Hal Orion who is now district recreation and athletic officer for the United States Navy with the title of lieutenant commander.

Soldiers in the vicinity of Sunnyvale now have the chance to learn swimming tactics through the courtesy of the Fremont High School in Sunnyvale. The pool of the school has been available for the soldiers' use six days a week.

San Jose State College this summer initiated a Summer Session International Folk and American Country Dance Festival. The program was presented by William van Vleck. An unusual feature was the fact that the audience participated in the dancing in addition to observing the exhibitions.

The needs of the Army and Navy for experienced teaching personnel has made heavy inroads on the Los Angeles teaching staff. For the first time in many, many years the demand for teachers exceeds the supply.

Citizens of San Jose were given an opportunity this summer to learn the secret of remaining afloat in water. At Roosevelt Junior High School pool a series of six lessons in a six-week period was given for adults. Classes were also open to men, women, and children every Thursday evening at Woodrow Wilson Junior High School. In addition to these two opportunities, the San Jose Chapter of the American Red Cross sponsored, during the early summer, courses in senior lifesaving and preliminary instructor courses for San Jose citizens.

Joe Keeble has been added to the physical education staff for men at the University of California at Los Angeles.

Physical and mental fitness is so exceedingly vital to the welfare of our nation that the program of physical fitness will continue from year to year as an established part of the health service and physical education activities of the Los Angeles City Schools. The health and physical fitness certificate differs from last year's, in that it is an award for reaching a definite standard of health and physical fitness.

More than 500 San Jose school children took part in the supervised recreation program in San Jose this summer. Activities included swimming, games, story telling, arts and crafts, rhythmics, group singing, dramatics, and nature craft. Children who spent the entire day on the playgrounds were served a five-cent hot lunch.

Clarence L. Glenn, physical education supervisor, in Los Angeles, spent five days in mid-August observing the physical fitness program sponsored by the U. S. Navy as a part of its pre-flight training at St. Mary's College. He was sent by Superintendent Kersey in response to the Navy's invitation to all school districts.

After residing in the Chamber of Commerce Building for the past fifteen years, the Physical Education Department of the Los Angeles City Schools has moved to more spacious quarters. It is now located at 753 South Wilton Place, Los Angeles, on the site of the Wilton Place School.

Central District Association News

NORTH DAKOTA

The North Dakota Physical Education meeting, to be held in connection with the State Educational Convention in Fargo, will have as the main speaker Mr. Howard McClusky, Ann Arbor, Michigan. Dr. Frank Hill, head of the State Health Department, will also address the group.

Dr. Monica Wilds, of Iowa, conducted a summer conference at the Mayville State Teachers College. This conference was attended by students and teachers of physical education in this section of the state.

Among the changes in the state physical education setup are the following: Miss Murl Fodness and Mrs. Ernest Gates are in Des Moines, Iowa, in the W.A.A.C. Mr. Harry Weinbergen of Dickinson, is Camp Director for the Navy, and is located in Michigan.

Mr. Joseph Gerlach, graduate of the University of Wisconsin is taking Mr. Weinbergen's place. Mr. Gerlach taught at the University of Alaska.

Clyde V. Money of Western Illinois is to be head of the Physical Education Department at the Valley City State Teachers College.

IOWA

Dave McCuskey, wrestling coach at Iowa State Teachers College, Cedar Falls, has left for the Navy.

Barbara Howard and Maxine Hunter, physical education teachers at Davenport and Tipton respectively, are working in the recreational program of the American Red Cross.

Miss Doris E. White, Professor of Physical Education at Iowa State Teachers College, and Dr. C. H. McCloy, State University of Iowa, Iowa City, were speakers at the Southwestern Teachers meeting, Creston, Iowa, September 26. Miss

Doris E. White, Dr. Monica R. Wilds and Dr. Dorothy Humiston worked with the Department of Public Instruction in a series of Tri-County Institutes presenting the Iowa plan of physical education.

SOUTH DAKOTA

"Make the Most of Playtime" is a film which has been sent to the larger schools in the state for the purpose of promoting the physical fitness program. This excellent picture has been secured from the American Legion and the National Intercollegiate Athletic Association.

A committee, appointed by Harley L. Robertson, President of South Dakota Association for Health, Physical Education, and Recreation, is making a study of physical education requirement laws in various states. After making a thorough study, this committee will submit a requirement law which will fit the needs of South Dakota.

KANSAS

Bruce Smith, former head of the physical education department of Topeka High School, Topeka, Kansas, is taking officers' training at Miami Beach, Florida.

Fritz Knorr and T. M. Evans of Kansas City, Kansas, have accepted positions in the physical education department at Kansas State College, Manhattan, Kansas.

Mr. Merle Henre, Central District Sec.-Treas., has been commissioned a First Lieutenant and is now in training at Miami Beach, Florida.

Howard Porter, Argentine High School, Kansas City, Kansas, has been made Sec.-Treas. of the Central District to fill the vacancy caused by Mr. Henre's resignation.

Wyandotte High School of Kansas City, Kansas, is stressing physical fitness for all students and has added Miss Dorothy Pulley and Mr. Loren French to the physical education staff.

News from the Therapeutic Section

By Ellen Kelly, University of Minnesota

Miss Dorothy Coleman, physical educational teacher in the Washington and McKinley Junior High Schools of Kenosha, Wisconsin, obtained close cooperation with the medical profession in her program for therapy in the physical education department. Children in whom she detected signs of atypical orthopedic development were referred to the semi-annual Orthopedic Clinic conducted in Kenosha under the statewide program of the Crippled Children's Division of the State of Wisconsin. These children were examined by an orthopedist. Reports of the examinations were then sent to Miss Coleman, to the child's family physician, and to the head physical therapist of the Orthopedic School. This initial examination served as the foundation for close cooperation in carrying out recommended therapy.

* * *

One of the strongest requests made of the leaders of physical education in the Waves and the W.A.A.C.'s is that their programs should promote good posture and carriage, and develop trim figures among the women in the uniforms of the armed forces. This was seen as the foremost concern of the commanding officers of these service organizations by Miss Ellen Kelly of the University of Minnesota, who had the opportunity to consult with the Navy Department and to discuss these problems during the summer. Posture and carriage are being stressed also for their morale-building values. Mimeographed bulletins are supplied to the staffs of training centers. Among these are "Suggestions for the Improvement of Posture and Endurance," and Commander Gene Tunney's chart of "Exercises for Posture and Endurance." The armed forces are doing an excellent job of assembling teaching staffs for their training centers from the professionally trained physical educators.

Midwest District Association News

INDIANA . . . . . By Viola Bryson

The new officers of the Indiana Association for Health, Physical Education, and Recreation are: President—Reuben Behlmer, Arsenal Technical High School, Indianapolis; Vice-president—Frank Overton, University School, Bloomington, (just resigned to go into the Army); Secretary—Irma Richards, Broad Ripple High School, Indianapolis; Treasurer—John Magnabosco, Ball State Teachers College, Muncie; President-Elect—Mrs. Clara Hester, N.A.G.U. of Indiana University; and Member-at-Large—Forrest Wood, South Bend.

Mr. Paul B. Williams of Ball State Teachers College, spent the summer on the campus as instructor of C.P.T. ground school for the Army and Navy.

Some of the changes in physical education and athletic personnel in the state are as follows:

Miss Marguerite Small of the University of Wisconsin has recently been added to the Ball State Teachers College staff taking the place of Miss Helen Gormley who was married in August. Lloyd Messersmith of DePauw University is now acting head of the Department of Physical Education in the absence of D. C. Moffett who is now in military service. Paul D. Hinkle of Butler University is in military service and acting Director of Athletics is Frank Hedden. "Wally" Middleworth, Supervisor of Recreation in Indianapolis, Walter Marks of Indiana State, Victor Dauer of Valparaiso, and Frank Overton of Indiana University are all in service.

Miss Rachael Benton, D. C. Moffet, and Lloyd Messersmith, all of DePauw, received their Doctors' Degrees this summer.

The Fall meeting of the Central District Association will be held in conjunction with the State Teachers Association meeting in Indianapolis, October 22 and 23. The other four districts will also hold meetings in Whiting, South Bend, Evansville, and Fort Wayne.

The Indiana Intercollegiate Conference has waived the Freshman Rule for the duration.

WEST VIRGINIA . . . . . By Forest Clark

Among the WAAC'S there are to date three outstanding members of the West Virginia Physical Education Association. They are the Misses Stella Pietrowski of East Fairmont High School, Irene Hillberry of Barrackville High School, and Joan Wilson of Philippi High School. Miss Hillberry went with the first contingent to the Iowa headquarters and the others followed late in the summer.

Many of the men physical education directors have gone into the various branches of service. Naval Reserve physical training programs have claimed a large share.

The North-South Football game, a charity classic played at Charleston August 21, gave a share of the proceeds of its ninth annual renewal to the USO. The North won for the first time in the nine years the game has been played, score 25-6.

Coaches for the North this year were A. H. Glenn, head coach, Linsley Military Institute; Forrest G. Clark, Mannington High School; Harry Shelton, Spencer High School; Sam V. Mazzi, Clarksburg's Roosevelt-Wilson High School, assistant coaches. For the South, Russ Parsons, Charleston Catholic High School, was head coach; Eddie King, Huntington Central High; Abe McLaughlin, Alderson High; and Lee Patton, Princeton High, were assistants.

West Virginia University's School of Physical Education and Athletics has inaugurated two new courses in physical conditioning. One is for the Army and Navy pre-flight trainees who are in session on the campus, while the other is for civilians who wish to keep in condition for the demands made on them in their busy life of war work, or for those who are

soon to be inducted into the armed forces and wish to improve their physical condition as much as possible.

At West Virginia University also, two hours of laboratory work has been added to the kinesiology course for the working out of practical problems in kinesiology.

ILLINOIS . . . . . By Nellie B. Cochran

C. D. Giauque, president of the Illinois Physical Education Association, is now Lieutenant Commander Giauque, in charge of the physical training program of the U. S. Naval Reserve at Big Neck, Long Island.

A. H. Pritzlaff, director of physical training in Chicago public schools, spent two weeks in Washington in August working on a national high school physical education manual, which is being prepared, in conjunction with Army and Navy officials, for the Office of Education.

Catherine Payne of Farragut High School in Chicago, Donna Niles of Northwestern University, and Janet Bock of Danville Senior High School, received commissions as lieutenants at the W.A.A.C. camp at Des Moines.

An officer training unit has taken over the Women's Gymnasium at the University of Illinois; the women's department will return to its old headquarters in the women's Building.

A. H Steinhaus of George Williams College, is a member of a national civilian advisory committee for the navy physical training program. Dr. Steinhaus attended committee sessions in Washington during September.

Katherine Curtis of Chicago Teachers College, has taken a year's leave from teaching in order to act as assistant director of First Aid and Water Safety for the Chicago chapter of the American Red Cross.

The manual prepared by the Civilian Physical Fitness class at George Williams College in the spring of 1942 is now being printed.

News from the Dance Section

By Janet Cumming, State University of Iowa

The Bennington College Summer Session schedule was a busy one including weekly evenings of square dancing at which Martha Hill called forums on War and the Future and on Arts and the War, with members of the Social Science faculty and the Arts faculty participating, Dance Workshops on Saturday mornings, concerts of music and of dance, and art exhibitions. The Dance Workship programs included compositions from the Introductory Dance Composition Class directed by Hortense Lieberthal: "My Uncle Who Sells Old Clothes," a round composed by Elizabeth Marvin; "Bennington Nightmare" by Jane Williams; Carl Sandburg's "The Fog" by Violet Warfield; a nonsense rhyme, "How Now Brown Cow," by Elizabeth Marvin; and A. A. Milne's "The Anxious Pooh Song" by Suzanne Ernst, Cedele Rogers, and Judy Underwood. The Advanced Composition Class directed by Martha Hill and Norman Lloyd, musical director, presented "Fanny Burney on Dancing (1776)" by Billie Kirpich; "Cotton-Eyed Joe" and "Leather-Winged Bat" by Theresa Bell and Emily White; "I Know Where I'm Going," and "I Know My Love" by Billie Kirpich; "Mexican Dance" music by Norman Lloyd, danced by Mary Gardner, Gladys Kirkwood, Naomi Rodeheffer, Suzanne Sage, Natalie Shepard, and Katherine Wolfe; "Liberty Tree" by Cynthia Barrett and Billie Kirpich; "Primitive Dance" by Gladys Kirkwood, Naomi Rodeheffer, Natalie Shephard, Kathryn Wolfe. The Pre-Classic Forms Class, Louis Horst, director, presented *Pentatonic Studies* by Mary Atherton and Angela Kennedy; *Authentic Pavanne* by Jane Dudley, and *Authentic Galliarde* by Ethel Butler; "Rumor" (Courante) by Billie Kirpich; "Evil Spirit" (Gigue) by Sonia Perber; "Diplomacy" (Minuet) by Violet Warfield, "Greeting" (Gavotte) by Rose Serrao, and "Theme and Variations" (Chaconne) by Mary Gardner, Kathryn Wolfe, Carol Senft, Billie Kirpich, Theresa Bell, and Diana Gellman.

The Modern Forms Class presented "Desir" (Introspection) by Mary Atherton; "Frustration" (Introspection) by Angela Kennedy; "Contemplation of Height" (Cerebral) by Mary Atherton; "Pursuit of a Fugitive Spot" (Cerebral) by David Campbell; "Impressionistic Dance" by Angela Kennedy; "American Nostalgia" by Theodora Wiesner; "Out on the Range" by Rose Serrao; and "Strong and Free" by Mary Atherton. The Percussion Class directed by Norman Lloyd presented "Processional, Song, Bacchanale" by David Campbell.

Concerts were presented by Jean Erdman, Nina Fonaroff, Merce Cunningham; and by Jane Dudley, Sophie Maslow, and William Bales. A program of Dance Projects and Solos was presented by Henrietta Greenhood, Nona Schurman and students. Martha Graham and her group presented *American Document*.

Southern District Association News

GEORGIA . . . . . By Frances Dyer

The Georgia Association for Health, Physical Education, and Recreation has recently elected the following officers: President—Frances Thaxton Dyer, Savannah High School, Savannah, Ga.; President-Elect—Dr. Gertrude Manchester, Georgia State College for Women, Milledgeville, Ga.; Vice President (Health)—Dorothy Gordon, Richard Arnold Junior High School, Savannah, Ga.; Vice President (Physical Education)—John L. Carpenter, Director of Athletics, West Georgia College, Carrollton, Ga.; Vice President (Recreation)—Edwina Wood, Superintendent of Recreation, Columbus, Ga.; Secretary—Mildred Carteledge, Acting Director of Physical Education, Wesleyan College, Macon, Ga.; Treasurer—Elizabeth Jennings, Instructor in Physical Education, G.S.C.W., Milledgeville, Ga. The executive committee consists of Louise Smith, Associate Professor of Health, Georgia State College for Women, Milledgeville, Ga.; and L. M. Lester, State Director of Health, Physical Education, and Recreation, in addition to the officers.

ALABAMA . . . . . By Dr. Vernon Lapp

Dr. Jackson R. Sharman, Head of the Department of Health and Physical Education, is now in Washington, D. C., as the Principal Specialist in Physical Fitness for the Federal Security Agency, U. S. Office of Education.

Miss Harriet Barnes, former president of the Alabama Association of Health, Physical Education, and Recreation, has accepted a position as Assistant Professor of Health and Physical Education at Webber College, located at Babson Park, Florida. She taught at Auburn the last six weeks, replacing Miss Fannie Stollenwerck, who was taking a well-earned vacation.

Ernest B. Smith, on leave from his position as Head of the Department of Physical Education and Intramural Sports at the Alabama Polytechnic Institute, is now a major. Major Smith was promoted from his position as Director of Physical Training for the Southeast Air Corps Training Center with headquarters at Montgomery, Alabama, to Director of Physical Training for the U. S. Army Flying Forces Flying Training Command with headquarters at Fort Worth, Texas.

OKLAHOMA . . . . . By James J. Keirn

The syllabus, "Physical Fitness Program for Schools in Oklahoma," being prepared by a committee under direction of Lee K. Anderson, secretary of the Oklahoma High School Athletic Association, is assuming final form and will be sub-

mitted to the State Board of Education at its September meeting.

The September issue of the Oklahoma High School Athletic Association Bulletin contains an interesting reference and a list of coaches, athletic directors and physical education instructors who are already in the service. This list includes over 85 names from this state in the field of physical education. Many of these are in the various branches of the service in connection with the physical training program.

Mrs. Margaret Manor Richards, Assistant Professor of Health and Physical Education at Oklahoma A. and M. College where she specialized in the dance, has recently resigned from that position to direct a similar program at the Country Club at Wichita Falls, Texas.

Women's Athletic Section News

The National Section on Women's Athletics is carrying on a nation-wide program to expand sports programs for women, as a contribution to the country's recreation program. Also, an effort is being made to popularize sports as wholesome recreation. Outstanding sportswomen have been asked to write short articles, emphasizing the importance of recreation in a sustained war effort. Alice Marble has written "Sports for Fun, Fitness, and the Will to Win." This article has been sent to one hundred industrial houses for publication, and is available to any other groups which wish to use it. Miss Evelyn Boldrick, U. S. badminton champion, has written an item entitled "Keep 'Em Flying." This also is available now.

Copies of N.S.W.A. materials, "Desirable Practices in Athletics for Girls and Women," and the flyer containing N.S.W.A. publications are available from the Washington office for general distribution.

Eastern District Association News

Miss Ruth Evans, President of the District Society has appointed the following committees to serve for the 1942-43 term: Constitution Committee: Chairman, Ellis H. Champlin, Albany, New York; Elwood Craig Davis, University of Pittsburgh; William M. Grimshaw, Ithaca College; William L. Hughes, Teachers College, Columbia University; Frederick Prosch, Temple University; Marion E. Rogers, University of Maine; Mazie V. Scanlon, Atlantic City, New Jersey. On the Necrology Committee are: Chairman, Walter A. Cox, Springfield College; H. Harrison Clarke, Syracuse University; Fred D. Crosby, Dept. of Public Recreation, Baltimore, Md.; Gilbert F. Loebs, Waterville, Maine; John N. Richards, 31 Green Street, Newark, New Jersey; Leslie Swain, Brown University; Carl A. Troester, Jr., Williamantic State Teachers College; and C. Lawrence Walsh, Dept. of Physical Education, Pittsburgh, Pa.

PENNSYLVANIA . . . . . By Elizabeth McHose

The newly elected officers of the Pennsylvania State Association for Health, Physical Education, and Recreation are as follows: President, Grover W. Mueller, Director of Physical and Health Education, Philadelphia Public Schools; President-Elect, C. Lawrence Walsh, Supervisor of Physical Education, Board of Education, Pittsburgh, Pa.; Vice-President, C. Harold Schuler, Teacher of Physical and Health Education, Cooke Junior High School, Philadelphia; Secretary, Elizabeth Zimmerli, State Teachers College, West Chester, Pa.

Hiking and field hockey are receiving major emphasis this fall as physical fitness activities for out-of-school girls and women in Reading and Berks County. The Berks County Association for Women's Athletics, the Reading Field Hockey Club, and the Municipal Department of Recreation are cooperating with the physical fitness leaders in developing an extensive hockey program.

Anna Bukowski has been appointed teacher of physical education at Perry Township High School, Shoemakersville; Mary Dunkleberger, Exeter Township High School, Jacksonwald; and Kathryn Kauffman, Kutztown High School.

The Philadelphia Board of Education operated 108 school playgrounds during July and August under the direction of Mr. Grover Mueller, Director of the Division of Health and Physical Education. An unusually wide program of activities was offered. All sorts of games, handcraft, and group singing were included, plus instrumental music lessons. In a number of communities adult activities were conducted in the evenings such as softball and volleyball. Community sings were held and attracted groups ranging from fifty to five hundred.

Mr. Trevelyn James, formerly Supervisor in the Division of Health and Physical Education, has been appointed Principal of the Jacobs-Comly Elementary School. To fill Mr. James' position of Supervisor, Miss Dorothy Maloney has been appointed. The Board of Education created an additional position for a Special Assistant to the Director, to be filled by a woman. Miss Martha Gable now holds that position.

The Philadelphia Association for Health, Physical Education, and Recreation continued its executive meetings throughout the summer. Plans are now under way for the first general meeting early in October when officers will be elected.

Phi Delta Pi, national physical education sorority, conducted a camp for underprivileged children at Camp Ockanickon, Medford, N. J. Thirty-nine girls from the ages of seven to twelve were guests of the sorority. The project was undertaken in cooperation with the Division of Physical Fitness, under the direction of Mr. John B. Kelly. Miss Martha Gable was camp director, and the Misses Meta and Margaret Greiner, of Chicago served as senior counselors. Six high school students from Philadelphia assisted as junior counselors, as it was impossible to secure other trained personnel due to pressure of war work. The young counselors did a fine job, and bore their responsibilities very well in spite of their youth and inexperience. They were: Miss Laura Gamper, Girls' High School; Miss Rosemarie Lachenmeyer, Overbrook High School, Misses Jean Albert and Norma Ward, Germantown High School; and the Misses Edna Wimmersberger and Lois Young, Frankford High School.

The little girls were from St. Martha's Settlement House, of South Philadelphia. The children gained weight preceptibly and became used to having "all one bed to myself" which was a new experience to practically all of them.

NEW JERSEY

Miss L. Maude Norris, President of the New Jersey Association for Health and Physical Education, has appointed the following persons to the Public Relations Committee: Dorothy Hutchinson, Montclair; Arthur Humphrey, Jersey City; Claire Guerber, Teaneck; and Grace Jones, Summit, chairman. One of the duties of the Public Relations Committee is to "publicize outstanding local, county, and state physical education activities." This column in the Journal is an excellent place in which to do that kind of work. Please help your committee members by sending them items of interest for our State news notes.

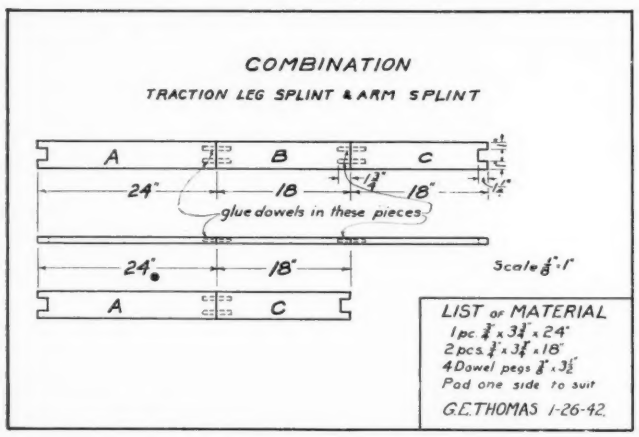
Some of the high schools in the state are increasing their physical education requirements in line with the requests made by the U. S. Office of Education and the leaders of our armed forces. Millburn High School reports a 45-minute physical education period daily, and Summit High School has extended its physical education program by adding compulsory after-school periods. In this way the senior boys are adding as much as three hours a week to the former required work.

How We Do It

All-Out Effort on Western Front

THINGS are far from quiet on our professional western front, according to all firsthand observations. It seems timely to report some of the unsung services and contributions that Association members are making. The few mentioned here represent only those of a limited part of the combat zone. However, it may be assumed that the same fine attitude and outstanding efforts toward cooperation are typical of the membership at large. Since our part is a tremendous responsibility and perhaps less exciting than service with the armed forces, yet the far-reaching effects upon morale, physical fitness, and real preparedness of youth are most worth-while. This brief article is, therefore, dedicated to all those men and women who are assuming many additional services to the community and who are girding themselves for the many tasks requested of our specially educated personnel in health, physical education, and recreation.

One ingenious contribution that all our membership should benefit by is that created by Granville Thomas of Balboa High School, San Francisco, in the form of an improved invention for first-aid techniques. His ingenuity, knowledge of shop work, and instruction in first aid for school and civilian defense have brought forth an improved fixed-traction splint which can be used for either an arm or leg, or ordinary box splint.



Above, diagram of splint.
Below, illustration showing actual use.

Necessity, the mother of invention, became an applied dictum of some consequence when Thomas succeeded in fitting three pieces of board together with dowel pins in such a way as to have the pieces form interchangeable, splints of varying lengths. The drawing shows the unique effectiveness of the idea for first-aid use. Since many of our members in the Association are active first-aid instructors, the plan of Thomas will be of real benefit. The San Francisco Chapter of the American Red Cross has ordered one thousand of these splints made up for local use. Any carpenter can follow the drawing plan. My set made by a local carpenter cost me two dollars. You can pad the pine boards and then put them in your car with your first-aid kit and you will be amply repaid by being well prepared.

Many of us are interested in hearing about other workers whose contributions in the present emergency are worth mentioning. What are others doing on other fronts?

BERTHA M. KELLER
San Francisco Junior College

Play's the Thing!

"PLAY is universal." "Play is life." "Play is what we do because we want to do it. "Rest and sleep are necessary, but a change to an active and interesting occupation is more restful than complete idleness." "Play promotes friendly contact with others."

Upon these principles was based the purpose, program, and organization of an All-College Playday at the State Teachers College, West Chester, Pennsylvania, a play day unique in theme, clever in advertisement, and both enjoyable and beneficial to all who participated.

Its purpose was to provide opportunity for faculty, students, and office personnel to become better acquainted with each other, while participating in wholesome physical activity. The inclusion of a large variety of games and sports, to meet the interests and abilities of all, with the hope of having greater participation in such activities in the future, inspired the committee to emphasize *spirit* rather than skill.

Thirty-four junior students in the department of health and physical education, as a phase of their course in the Nature and Function of Play, planned the event. These students assumed the duties of officials and game leaders on playday.

The theme of the day's program was patriotic, to stress the "Keep America Fit" idea. The Army, Navy, and Marines were chosen as the three large competing divisions, with a "General" of the Army, "Admiral" of the Navy, and "Major General" of the Marines, selected from the student body. In each division was a total of thirty teams, these being designated as Infantry, Air Corps, Cavalry, etc. of the Army; U. S. S. New York, U. S. S. Pennsylvania, etc., of the Navy; and Parachutists, Sub-Chasers, etc. of the Marines. Team leaders were appointed from the various classes and departments of the college to insure that the entire college personnel be contacted to sign up. Thirty recruiting blanks were given to each team leader in order that he or she might personally draft his team. These blanks contained a list of twenty-five activities, such as:

Softball	Relay races	Table tennis
Archery	Bowling	Touch football
Tennis	Quoits	Darts
Volleyball	Horseshoes	Three deep, etc.
Dodgeball	Shuffleboard	Roller skating
Baseball target throw	Tug-o-war	Golf putting
	Hopscotch	Fencing
Basketball throw for distance	Rope jumping	Jacks

Each "draftee" checked his first three choices. On play day, he participated in two of these three choices, in the two playing periods.

Posters, with red, white, and blue color schemes and pictures of service men predominating, admonished the students to "Enlist Today in the Army, Navy, or Marines " or "Have you been drafted?" or "Your School Needs You." The desire

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of a series

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Other Bulletins in The Keds Sports Department Library:

1. Football (Passing and Kicking) by Frank Leahy.
2. Baseball—*all* fundamentals—by Frankie Frisch.
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for something different in the way of publicity resulted in the decorating of the college mowing truck with the national colors, huge signs, balloons, and flags. This, as "the latest in jeeps!" was driven about the campus by girls in costume. Articles and pictures appeared weekly in *Quadrangles*, the college news sheet. Kites were flown, Marine, Navy, and Army captions floating from their tails. Chapel skits and announcements proved to be further incentives to enlistment. Finally, military banners were hung over the chapel entrances, and as the students and faculty assembled, a bugler played the "Call to Arms" from high in the tower.

The weather man proved a staunch collaborator by presenting a perfect day for the occasion. All college classes and extra curricular programs were cancelled after 3:30, in order that everyone might play from then until 5:45. Registration and alignment of teams occurred on one of the playing fields, where instructions were given by the leaders before everyone scattered to their various posts. Each team was represented in each activity. One point was scored for his team by each individual winning an event, or for being a member of a winning team. All of the games occurred outdoors on the men's and women's athletic fields and other parts of the campus. From 6:00 to 6:45 a picnic supper (buffet style) was served, and informality was the keynote. Cheers and songs highlighted the program. A spirit of fine fellowship prevailed.

In the early twilight all assembled on the campus for an hour or two of equare and country dancing, to the irresistible music of a piano, accordion, violins, jugs and wash-boards. Such dances as "Waves of Tory," "Donegal Country Dance," "Pop Goes the Weasel," and "Virginia Reel" were taught and led by the junior major students.

During an intermission, the awards were presented to the playday winners. A shield, cleverly constructed of wood, tinfoil, and red ribbon, was proudly received by the "Major General" of the Marines, for the highest division score, and a bucket of lollipops, gaily bedecked with colorful ribbons, went to the leader of the Intelligence Corps of the Marines, who in turn distributed them to her team members as a reward for highest individual team score.

At 8:30 P.M., as "Taps" sounded across the campus, nine hundred weary but happy persons trudged back to the dormitories or their homes. The first West Chester All-College Playday had become history, blazing the trail for future events of a similar nature. All agreed that the venture had been successful in the highest degree, not only in the pleasure of shared activity, but in the give-and-take of comradeship, and the cementing of school loyalties.

MARIAN WALTERS
Junior Student, State Teachers College,
West Chester, Penna.

Time-saver

AT La Crosse, the senior physical education students conduct the physical education in the elementary schools. Timing various activities has always been quite a problem because of the lack of sufficient stop watches. After experimenting a bit with several home made timers involving the principle of the swinging pendulum, I finally hit upon the idea of finding something available most anywhere. The result is that we now use a 9 inch wire leader and a swivel-eye lead sinker purchased from any dealer in fishing tackle. The sinker measures 1⅝ inches over all. It just happens that this results in a pendulum which swings over and back in one second. By counting the swings we can easily time one half second intervals.

Simply hold the leader in one hand and the sinker in the other. At the starting signal let go and start to count the number of swings. We have experimented with this in conjunction with stop watches and have found the results very reliable. In fact we have timed events at High School and College Track Meets and found our pendulum compared very favorable to the officially announced times. In many cases our pendulum timing was more accurate than some of the stop watches.

No effort should be made to maintain the same degree of swing since the length of the arc makes no difference. However in timing a long event it is permissible to give it one accelerating swing since the disturbance is very slight in comparison to the elapsed time.

I would like to pass this idea on to others who may be in the same predicament when it comes to timing without stop watches.

H. C. REUTER
State Teachers College
La Crosse, Wisconsin

Sixth Graders Speak

PHYSICAL fitness—these two words have assumed new meaning since Pearl Harbor. Individuals are taking a new kind of inventory of themselves; school administrators are examining curricula with a different kind of measuring stick. Our program is among the first examined. Superintendents, principals, classroom teachers, parents, and the tax-paying public are startled by the charges made by certain individuals that the schools have been turning out students who are physically weak. Then, too, they hear protagonists of the "back to formal gymnastics" movement shout loudly that a program of mass games, sport skills, sports, self-testing activities, etc., is fun but has no other value.

The teachers of our elementary schools wondered about our program in light of these charges. They know that the children like physical education, particularly group and team games. One of the English teachers was interested in finding out what the children themselves thought about these activities and the development of good citizenship. She made the following statement to three groups of sixth graders: "We have often discussed good citizenship. Most of you seem to like games. I am interested in knowing how you think playing these games will help make you better citizens. List both the good and bad points."

Following are some of the statements made (with only the spelling corrected):

How Games Help Us Be Better Citizens

1. Games make you have more energy.
2. Your muscles get stronger when you play right. We need hard muscles to live like good Americans.
3. Games help you feel better and be healthier.
4. They make you more physically fit. Everytime you turn on the radio you hear someone say you should do something to make yourself fitter.
5. Games help you quicken your movements.
6. Everyone takes part in games. This is important in a democracy.
7. When you play games you can't be too much an individualist.
8. These games, from my standpoint, help to make children understand the meaning of good citizenship and good sportsmanship. We'll always have to live and play together and games help this.
9. I think playing games builds up the morale for later in life.
10. Most games require brains and make you use what you got. That's important in a democracy.
11. They teach us that opinions of the majority is what counts.
12. You learn to be alert.
13. Help you face things if you are defeated. You are able to take the good news and the bad and be a good sport about it.
14. Games teach a person to be a good loser and this brightens your disposition.
15. I like team games because of the team work. Working with others is fun. *You find out you can't always have your own way.* You have to have cooperation and that's important for grown-ups too.
16. You take part in everything whether you like it or not

and pretty soon you like it.

17. In games you have to do your best if you want people to respect you. When we grow up this experience will help.
18. You learn to be loyal to something.
19. We get more self-control.
20. You learn how to be a good leader and a good member when there is another leader.
21. When you referee or are in charge it shows you to look at both side's opinions.
22. Being a leader gives you a sense of responsibility.
23. You have to think about a person's ability when you choose leaders. This is important in life too.
24. I found out that we don't get along so well without a leader. Government is like that too.
25. Organized games bring out a child's true character.
26. You learn to take part and take orders and be one of the team. You can't be the big-shot.
27. You learn to settle things peacefully.
28. You learn about lots of games and then you know what it's all about when you see high school and other teams play them.
29. We learn games we can play Saturdays, at parties, and in the summer. We can play some of them when we grow up too.
30. Games give you self-respect and you respect others too.
31. They help your manners.
32. They teach us we can have fun without being too loud.
33. Some children who aren't so good in other studies are real good in games. It makes them feel good.
34. Sometime or other everyone gets cheered for because they did something good and it gives him or her cheerfulness.
35. You learn how to help others who need help and you don't act smarty.
36. When you play a game you are pretty much on your own. By that I mean you can cheat if you want to but you will have a bad conscience for a long time.
37. They help you know people better and you learn to like people you thought you didn't.

Bad Things About Group Games

1. Sometimes you get too tired and can't do other things you should do.
2. Some people look forward to physical education and can't concentrate in class.
3. There is always a chance to quarrel if you lose.
4. Usually there is some cheating when a child is a leader or is refereeing.
5. Some people can't seem to be good in any games and then they think they can't be good in anything.
6. If you have a bad day people get mad at you.
7. If you're good in games you think you are good in everything and then you get big-headed.
8. Sometimes leaders act like dictators.
9. Sometimes you lose your temper. But others don't like it and then you get ashamed.
10. Sometimes we use bad English when we play.
11. Sometimes I get jealous of others.
12. I have seen this thing on teams. If there is someone on your team who is not so good you are cross to him. This hurts his feelings.

What about these remarks? Are they the kind of things children living in a democracy at war should be thinking? Would it be better if they said in our physical education classes we do two things; we develop strong muscles and we learn to respond immediately to commands given?

All of us must re-evaluate our programs. Those situations which bring about the things mentioned under "Bad Points" should be investigated. If physical fitness is the ability to adapt to daily living it means that our program must do more than give children a chance to have fun—more than a chance to build strong muscles. Strong, healthy bodies, great powers of endurance are important, but these aren't the only things that help children develop the ability to live effectively in a democracy.

ELSA SCHNEIDER
Shorewood, Wisconsin, Public Schools

Growing up in War Times

It is more important today than ever that girls have a straightforward explanation of menstruation. They need to understand menstruation as a normal, healthy function.

Each year the Modess program of menstrual education is used by an increasing number of teachers. They write us—they tell us at conventions—that we are helping them meet a real need.

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It May Interest You to Know---

THE newest tool for furthering the national nutrition program is "Vita-Min-Go," a game in which the points are vitamins and minerals. A winning score is proof that the player has both feet firmly planted on the road to good health. In its September 19th issue Collier's introduced Vita-Min-Go to the general public with a two-page color spread entitled "Vitamins Can Be Fun." Because the game is both interesting and easy to understand it is regarded by Washington and by nutritionists as an important medium for getting the fundamental nutrition story across easily and rapidly in local communities where the ground work of the big educational job has to be done. Inquiries should be addressed to Vita-Min-Go, Inc., 175 Varick St., New York City.

* * *

"CHILDREN IN WARTIME," a radio program on defense of children, prepared by the Children's Bureau, is presented every Tuesday at 12 M. Eastern War Time over the Blue Network.

* * *

MANY Michigan men, rejected by Selective Service physicians, are learning that they have had tuberculosis and that their lung lesions have healed spontaneously. The Michigan Department of Health is supplied tell-tale X-ray pictures by the Army and is supervising follow-up procedures which can protect against recurrence of the disease. "The services reject selectees when tuberculosis scars exceed certain minimum standards," said Dr. H. Allen Moyer, State Health Commissioner. "The Army turns down such men because, should they be sent into tropical countries, a flareup of the disease is likely. The Navy rejects them because men aboard ship live in crowded quarters and recurrence of the disease in a once-infected individual and its consequent spread must be guarded against." Most persons rejected for such cause are not likely to develop tuberculosis again unless they are re-exposed.

* * *

IF you are interested in giving a party or program with a "Gay Nineties" flavor, write to the National Recreation Association for their publication of that name—19 pages of suggestions on costume, amusements, songs, and decorations, for 35c.

Health Activities

(Continued from page 467)

members, in sources and amount of income and in ways of spending, adjustments in patterns of living will be necessary—in the goods and services families buy and use, in the way they spend their income, in the manner in which they employ their leisure time. Since the home will remain the ultimate use of vast quantities of basic commodities, and since it is also the producer of man power, the conserver and builder of our human resources, and since the strength of the nation rests on the quality of its man power as well as on its armaments, such research is becoming increasingly important.

The Bureau has studied consumer purchases, national nutrition levels, and the kind and quantities of foods needed to provide the essentials for normal growth and nutrition. Dietary surveys have been made which indicate that our food problem is apparently one of education as well as income distribution. Housing, clothing, the proportion of the family income spent for medical care and other items important to health and well-being likewise have been given careful study. The results of these research studies are made available through technical and popular bulletins, radio talks, and exhibits. The Bureau works closely with the Extension Service, the Farm Security Administration, the Office of Education and other agencies in their programs of educating homemakers toward improving their dietary habits and ways of spending, and otherwise using their resources more effectively in family living. Pamphlets available cover many subjects and include such titles at the present writing as "Eat the Right Foods," "Food for Children," "Milk for the Family," "Family Food Budget for the Use of Relief Agencies," and "Diets to Fit the Family Income." Approximately two million copies of such popular bulletins were distributed on request in 1940. »«

Toughening Program

(Continued from page 474)

to Work We Go," for instance.

We have used the sandbags since the beginning of the semester and are quite sure they have done several things for the girls. They have taken very little time from the class period as such, for we organized the use of the ladder in such a way that the class continued and each girl dropped out for the scaling when her number came up. I suppose the confidence the girls have developed isn't any more important than that of any other new skill, but it has had a timeliness about it that has made many of them more thoughtful about what may be expected of them in this war effort.

The sandbags weighing 30 to 40 pounds, we think, are the most practical. We had the heavier ones made to take care of some dance classes where men were enrolled. Those over 50 pounds aren't very popular with the girls. If we have need to build for added strength in our young women, we think we could go into the techniques of lifting these heavier bags.

If any reader should be interested in using sandbags, may I offer these suggestions:

1. Make the bags carefully—that is, stitch them at least three times, and straight in the weave.

2. Use washed sand in them and use it dry. Wet sand has greater volume. The ones for use on ladders should not be too full.

3. The bags must be laid on the floor after use. This gives better muscle use and also saves the bag. They crack if dropped or thrown.

4. We did have to keep watch for a clear area under the ladder even with our college age group. However, only one bag has actually been dropped.

5. About half the girls here needed assistance in getting on the ladder with a bag for the first time. About 1 per cent of them still need assistance. They are the ones for whom height will perhaps always be a problem. It is something for them to know that they cannot trust themselves at a height, and therefore, never complicate the rescue work of those that can be of help by working at a height. »«

Principles of Revision

(Continued from page 450)

job that is really holding up progress.

To build more ships and better ships was solved by having more men working on more traditional units in the old traditional pattern until a company came along that was interested in the *product* and not the *pattern*, and they built more ships and better ships by building them in parts scattered over large areas where more men can work unhampered. They build large sections upside down to do a better job and finally assemble the parts according to the type of ship they had as their objective.

Revision of a curriculum is never going to be an accomplished fact until some courageous souls with clear cut objectives of what they want are willing to see the whole as sections and parts guided to a useful accomplishment. Courses, grades, libraries and laboratories, teachers and curricula are focused for one purpose to make student-educated products, self-reliant, self-assured students, the future professional backbone of physical education.

So in physical education our hope for revision does not rest upon taking the pattern of professional education that we have had for the past twenty-five years and patch it up here or cut it off there. It means scrapping the whole thing, it means starting from the keel and reconsidering the whole structure. What kind of student-product do we want to produce? What kind of professional worker is going to be necessary to carry on the educational process in our field? What kind of training is going to produce understanding persons who can carry on not just the facts and figures taught them but the necessities of their own day.

CAN anything be done? The chance of *revolutionizing* a curriculum meets with unsurmountable obstacles at times. One department cannot make changes in course-structures or abolish grades or institute new systems unless all departments come to some agreements. Even if one department could make such drastic changes it might be unfair to students to work under different systems.

However, expediency often determines procedure.

Can we, under the general limitation of courses and grades and requirements, effect any curricular revisions that may improve our product? Without a revolution in general university requirements what suggestions can be advanced as a step towards production of a better end product?

First, after scrapping the old curriculum and laying the ground bare, start again to build *a pattern of courses* that has a vertical direction rather than a horizontal direction. Courses that point toward the finished product. One of our present series of courses concerns itself with skills, activities, techniques of teaching and the organization of these into a curriculum for teaching. Another area is concerned with theory, philosophy, principles, history and fundamental motives. Still another concerns the practical insight into teaching as a profession, student-teaching, and research. And another reviews the field of physiological well-being, health for oneself, health as related to physical activities.

All of these could be planned so that from the freshman year through to the senior year there is a functional relation of courses. Materials are not studied to be forgotten but to be used. Courses can be rebuilt in which theory can be illustrated by practice. As far as possible, materials are not to be learned because of some *future* need but because of their *immediate* value. Re-evaluation of source materials and a reselection of what is included in courses from the standpoint of functional values is needed. Courses need not contain all the factual materials that might by any remote possibility be germane to the subject. The student, if a student, should have some curiosity and "drive" to find out things, to hunt up needed materials as the needs develop, and if he sees the functioning of facts and figures in actual situations when these are discussed, the *process and method* become the important acquisition he gets from the course content.

Let's take a sequence with which you are all familiar: biology, chemistry, physiology, anatomy, kinesiology, and physiology of exercise. Think for a minute of what the attitude of students is toward chemistry, for instance, and then think of the attitude toward kinesiology or physiology of exercise. One is entirely (in many instances) information and facts to be valuable some day and the other course is functional, relating facts which are useful in everyday physical education procedure. My contention is that this whole battery of courses could be revised, condensed, reduced in number to be valuable and understandable by the students. Why should physiology be taught always from the standpoint of the premedic student rather than the physical education student?

The same revision of courses in the other areas of activities, theory, practice teaching, health could stand reorganization, condensation, to be made more functional. This cannot be done by simply whittling down present courses, but by a new thinking in each area, new limitations and new directions with the end product in mind. With this type of reorganized curriculum the type of examination suggested now becomes important. The comprehensive examination is a check-up, a time for the student to find out what progress he is making. This would take faculty time and student time, but time very well spent.

Perhaps no convention paper should fail to touch on the war and its implications. Following the last war there was a great increase in the teachers of physical education from the ranks of the boys returned home. We know that with the best of intentions, not all but many programs suffered because of lack of understanding the objectives of physical education. This war will probably be no different; at its conclusion we can expect the same situation. If the evaluation of our training could be on the basis of the understanding of the profession and its functions by some comprehensive examination the returning men would of necessity brush up or study for these, take refresher courses in their deficiencies and so prepare themselves to do a job they would be proud of and one in accord with the standards of our profession.

May I boil all this down into a few words? The curriculum is made for the student. The desired end product is a self-educated student with professional attitudes rather than a teacher-taught individual. The revision to bring about this result must be a program redesigned and retooled, not redecorated. The new curriculum must be functional rather than factual. It should have vertical direction rather than horizontal. The student must early learn the profession of teaching and the important methods and background for his success. The comprehensive examinations at least at the end of the sophomore year and again at the end of the senior year should be a part of the educational process for the evaluation of this preparation to enter the profession.

Rural School System

(Continued from page 468)

Probably that is one important reason why rhythms occupy such a prominent place in our course of study. But—unfortunately only very few of our teachers are able to play the piano. Even by using student players it is difficult to get accompaniment for rhythm work. Phonograph records seemed to offer a solution to this since several of the larger schools had radios with phonograph loud speaker attachments. Consequently, a year ago, a portion of our budget was used to purchase a number of phonograph records—representing nearly every variety of rhythms activity and suited for elementary grade children to senior high school students. The supply of records was handled thus: each high school was given from six to fourteen records—depending upon the opportunities for use at each particular school. Of course, grades one to six are also found in every high school so some of these records were suited to the lower age levels. The records were placed in the high school library and the policies governing their use are the same as for library books. In case of loss or breakage the schools are responsible

for replacement. A very pleasing result is that now many of the schools are adding new selections to their record libraries.

In addition to the records placed permanently in our larger schools, we felt it would be unfair not to make some sort of provision for the great number of elementary and intermediate pupils in the one-, two- and three-room schools of the county. So, in our central office, we now have a circulating library of seventy-four recordings. Then, to take care of the few cases where no phonograph was available—we acquired a portable machine—which, while not of the newest design, serves the purpose admirably. The most gratifying result of this venture is the steady stream of requests for records from our teachers. Usually, the number left in our office at any one time is under ten and there is a constant waiting or "reserve" list for certain numbers.

Along with placing records in the school libraries and sending them out to the various schools, came the very serious problem of transportation. We found, much to our worry, that the breakage situation was indeed a costly item. But again a government agency came to our rescue. The County Schools, up until a short time ago, had a W.P.A. Bookbinding Project at its disposal and clever workmen were able to make loose-leaf record albums of a similar style and probably superior in quality to many commercial albums found on the market. These cost us so very little and they proved so satisfactory that not only did we use them to send out our circulating records but we placed albums in each high school library for the storage of the records there.

These W.P.A. bookbinders were helpful in other ways also. Old library copies of physical education books in the various schools were turned in for repairs and rebinding. Instead of purchasing expensive cloth bound volumes from publishers, we bought the cheaper paper covered editions and had the bookbinding project fix them up for us. Valuable and frequently used pamphlets were also made durable by the addition of stiff covers.

When a teacher is expected to do a good job in her health and physical education program she must, at the same time, be given the time and the materials she needs. There isn't a great deal we can do about time but we can help out in materials in the following ways:

1. Providing poster and bulletin board material through a central "clipping service"—i.e., saving magazine articles, pictures, appropriate ads, filing them and sending them out to the various schools.

2. Acting as a central agency for the procuring and distribution of free commercial materials. Through experience we have found that, even though the teachers know where they can get certain worth-while free materials, few of them take the necessary time and trouble to do so. Therefore we send for certain helpful materials in quantity and then see that each teacher or school receives its supply.

A couple of years back, there was little or no "shower-taking" in connection with gym classes. The students had never been schooled in this health practice and they were just not interested. To correct this, an investigation of shower and dressing room conditions was made. It was found that perhaps an important reason for the laxity in shower taking was the inadequacy of the space and facilities. So, wherever possible, waste space was cleaned out, shelves and cupboards built in for proper storage of equipment—so it need not be left lying around dressing rooms; adequate lighting fixtures were wired in, additional shower-heads were put in, footbaths were installed, hooks were put into the walls so that clothes could be properly hung up, clothes hampers added for disposal of used towels, benches installed so students could sit down while dressing (these benches had shelves underneath for shoes—to keep them off the wet floor), and mirrors hung so students—particularly the girls—could groom themselves satisfactorily before going to their next class. The result was a definite up-curve in the matter of shower taking.

THIS past year is marked by two of our greatest accomplishments. First—the series of In-Service Health Training Seminars for all teachers of St. Louis County Rural Schools. This was jointly planned and organized by the efforts of the County Health Department and the County Schools. In the words of our County Superintendent of Schools, Arthur Lampe, "Rural teachers cannot be specialists in everything and to meet the special needs of their pupils and the communities, instruction from authorities and experts in the various fields of public and personal health is of great value and assistance to them." Briefly, the seminar program consisted of six health sessions held in each of five rural centers at regular intervals during the months of October to May. Subjects discussed included community health and sanitation, communicable diseases, mental hygiene, and other topics of particular interest to teachers and community persons.

Finally, our health and physical education newsletter. For a long time it was felt that such a publication was needed but nothing much was done about it. Then this year, the Minnesota State Physical Education publication was abolished, so the time seemed doubly opportune for our own efforts. Now we have our own "St. Louis County Health and Physical Education Newsletter." It is published approximately each six weeks and has as its aims:

1. To provide a medium for the announcement of policies in health and physical education in our schools.

2. To furnish information on timely topics in health and physical education via articles written by various authorities and by reprinting excerpts from current published materials.

3. To announce new publications and services available in the field of health and physical education.

4. To advertise what is happening in all parts of the county in health and physical education.

5. To furnish a place for expressing individual teacher's views and opinions regarding health and physical education.

Now that the close of the school year is at hand we find, in looking over our first year's newsletters, that we have accomplished what we set out to do. As a result, the newsletter will continue to vitalize our program each succeeding year.

Contrasting the health and physical education program in the St. Louis County Rural Schools today with what it was four years ago, emphasizes the many changes that have been wrought. We are proud of our children, our teachers, and our program. But while we feel gratified at the past and pleased with the present, we are not satisfied to remain where we are. The future must find us even more equipped to fill a worth-while place in the field of health and physical education. »«

Building Strong Bodies

(Continued from page 445)

for Teachers and Supervisors of Physical Education and Health Education in Elementary and Secondary Schools, Federal Security Agency, U. S. Office of Education, Washington, D. C.

6. Material on nutrition—Nutrition Division, Federal Security Agency, Office of Education, Washington, D. C.

7. Material on community organization, Recreation Division, Office of Defense, Health and Welfare Service, Federal Security Agency, Washington, D. C.

8. Materials on fitness, Office of Defense, Health and Welfare Service, Federal Security Agency, 544 Pennsylvania Suburban Station Building, Philadelphia, Pennsylvania.

9. Children Bear the Promise of a Better World, Series of 12 pamphlets, Children's Bureau, U. S. Department of Labor, Washington, D. C.

To insure the best results from a broad standpoint of health, we need, in addition to exercise, *adequate nutrition* and *regular medical examinations*—the latter will be harder and harder to get because of the dearth of medical men but we can always safeguard ourselves by never letting people exercise to the point of exhaustion and always stopping before the precipice. Dr. Dill of the Harvard Fatigue Laboratory, an outstanding expert in this field, encourages us by saying:

> Parents frequently believe sports and games harmful to their children. Nature, however, has provided a safeguard; the competitive spirit that leads young men to play to the point of collapse is not developed until late adolescence. Young boys play until they become tired; when play becomes unpleasant, they rest. There is evidence for this in laboratory experiments: young boys running on the treadmill will stop before their blood lactate has reached high levels. It is the young man of high school and college age who pushes himself to extreme limits.

WE open the year short-handed and while this is going to be embarrassing to us from the standpoint of putting on an adequate program, we must be proud of the fact that the government has seen fit to call upon so many of our people for services in this emergency.

The ultimate success of any nation at war for peace, depends upon the physical strength and endurance of its people. Whether in the front lines or on the assembly lines, whether in the homes of America or in our classrooms, our people must be physically fit; they must be strong and able to endure. We face a test today upon the outcome of which we have the answer to the question—"Can American Democracy Survive?" »«

Arts of War

(Continued from page 471)

and directionless, or one that will provide some orderly variety from his vital professional routine? If it can be something to stabilize and rejuvenate him, he will surely be better fit to continue that routine. The arts have this actual and potential value for all of us, whether they function in some organized recreational project, or as an independently developed interest of our leisure.

Recreation has in common with the arts, the ability to re-create, to refresh, to construct and broaden human experience, and to furnish a means of relief from human tensions. The greater are those human tensions which dismalize and disintegrate, the more important creative recreation becomes. Thus can the arts be put to good use in this time by helping to dissolve those strains, irritations, and hysterias which, always present in civilian life in normal times, are heightened by the dislocations which occur in the lives of all of us in wartime. For these reasons let us consider the arts not as "the arts of peace" only.

It is imperative too, that we look beyond current needs and try to visualize a future not too far distant when we must be prepared to do the great task of national, perhaps of world reconstruction. In that period the men who have been trained not only to obey orders and to read and recite from the textbooks of things that have been done, but who also *know how to dream of things that should be tried*, and act upon those dreams, will be the leaders of that time. They will be the foremost among our material resources. We at Purdue believe that we can do a small part in keeping such creative and appreciative abilities alert by supplying means for participation in the arts during the recreational hours of our students.

The ability to create is the chief means by which men can be distinguished from animals. The opportunity and encouragement given to man to respond imaginatively to original thought and action of power, is the chief means by which we can distinguish free men from slaves. These principles are, of course, given no credence among the leaders of totalitarian governments. But when we weigh them carefully, they are revealed to us as the basis for the democratic point of view. They are typical of our particular kind of civilization. They are to be cherished. To protect

them, we are now at war—for this is a cultural as well as a military war. Our offensive must be cultural as well as military, too.

"To promote the arts takes manpower, time, materials—all resources which, in themselves, will never stop a tank or down an enemy plane."* But let us all beware that in discarding the "non-essentials" of wartime as we call them, we do not allow to perish those aspects of our democracy which define it.

"We burn the books, silence the violins, blackout line and color at our own peril. The soul of civilization will have died even though our cities are not scarred by bombs and our civilian bodies are left unscathed." What will our victory mean then? »«

* Irwin Edman, "No Blackout for the Arts," *New York Times*, April, 1942.

Studies and Measures

(Continued from page 447)

this difference. But the weight of evidence at the present time favors the view that the return to normal is more speedy in trained persons than in the untrained. The return to normal becomes slower with age (Massing).

Pulse Tests of Fitness

The fact that the pulse rate behaves differently in trained and untrained persons renders it possible to distinguish the physically capable from the physically incapable by means of a study of the pulse. Of course the results of such study are not absolutely conclusive, as we already know. But we have decided to get along as well as we can with the pulse rate only and to try to make up for lack of apparatus by our scrupulous care in making observations and our cautiousness in interpretations.

Let me now present to you three pulse tests which experience seems to indicate may be of value in testing cardiovascular fitness.

1. The pulse-ratio test as recently modified by Tuttle and Dickinson, 1938. The standard exercise is that of stool mounting. The stool is 13 in. high. The subject sits in such proximity to the stool that when he rises he is in a position to begin the work. As soon as he rises he proceeds to work as follows: At the count 1, the left foot (if the subject is right handed) is placed upon the stool, at 2 the right foot is placed upon the stool also. At 3 the left foot is placed upon the floor; at 4 the right foot also is placed upon the floor. This is a complete cycle. These cycles recur at the rate of 40 to the minute until 40 cycles have been performed and one minute has elapsed. Immediately after the 4th count of the 40th cycle, the subject sits down and at once his pulse is taken for 2 minutes. The number of beats in 2 minutes divided by the rate of the resting pulse preceding the exercise is the pulse ratio.

In the interests of a uniform procedure, the subject may be given a few practice trials before the actual test. He should also be instructed to assume exactly the same posture on reaching the top of the stool, and his stance on the floor should be uniform; he should keep his elbows bent at a right angle and held against the sides of the body but not stiffly.

It may be of interest to the observer to know the time required for the pulse to reach normal. This can be found by recording the pulse at ½ minute intervals following the exercise. (Tuttle, 1931, Tuttle and Dickinson, 1938.)

The reliability coefficient has been determined by Henry and Farmer, 1938, to be .82.

2. The Russian test, which I saw being applied to dancers at the Physical Education Institute in Leningrad. I quote "I had been urged to attend the dancing class of Gorlova because there I would see medical control in operation. This dance series (plastic and gymnastic) is strenuous and the class (7 men and 17 women) is in its first year in the dancing school, hence the presence of a doctor and the routine of pulse taking. . . .

"The doctor gives out a pink slip of paper and a pencil to each member of the class. He then takes his watch and calls the beginning and the end of a period of 10 seconds, each member of the class counting his own pulse meanwhile. Then this is entered by each on his own pink slip. This procedure is repeated at intervals during the dance, the slips and pencils being placed during the intervals on the floor of the stage within easy reach of the students standing on the floor of the dance hall. One woman wore continuously a Riva Rocci (blood pressure) cuff for special examinations and some others squeezed a dynamometer at stated intervals. The smallest woman in the class left her pulse record where I could read it. It ran 14 before, then 16, 25, 22, 17, 24 for 10 seconds during the dance." (Dawson: *Soviet Samples*, 1938, pp. 495-6.) This last would correspond to rates per minute of 84—96, 150, 132, 102, 144.

3. The third test does not quite measure up to the simplicity of the other two, for it requires a manometer. Moreover, this is a test which I cannot recommend except for experiment. You may find it useful or you may not. It is the so-called "40 mm. test, fatigue test," or "endurance test" and is performed as follows: Empty the lungs as completely as possible; fill the lungs fully but without great distension; blow against the column of mercury, raise it to 40 mm. and keep it there as long as possible. The duration of the effort is observed and also the pulse rate counted for periods of 5″ throughout the effort. Like the Schneider test (1920), this test was originally devised to determine the condition of aviators and was used with great satisfaction by the Royal Air Force in the first World War. Of all their respiratory and circulatory tests, this one proved the most delicate. The fit pilot usually holds for about 66 sec.; the minimum allowed is 45 sec. If he cannot hold for 45 sec. he is sure to be found wanting on medical grounds. During the effort the pulse either rises gradually to 96 or 108 depending upon the time the breath is held or it rises

at once to 96 or 108 and remains there. But a large rise of pulse rate to 132 or 144 is unsatisfactory and so is a pulse rate which after rising to a high level begins to fall rapidly before the end of the effort.

Beside noting the duration of the blow and the accompanying pulse rate, the answer of the subjects to the question "Why did you stop?" is recorded by the English observers. There are satisfactory and unsatisfactory answers. The former are "I wanted more breath," "I felt like bursting"; but unsatisfactory are those answers in which any of the following symptoms are mentioned: giddiness, blurred vision, nausea, feeling of fainting, headache. (Martin Flack, 1920, Medical Research Council, Special Report, No. 53; Flack and Burton, '22, *Jour. Physiol.*, 56: 7).

It is obvious that the unfit subjects were in some cases on the verge of fainting. That fainting did not occur is certainly due to the high competency of the subject—aviators. Had the subjects been selected at random, the results would have been different. It therefore behooves the physical educator who uses this test to be on the lookout for cases of fainting and to provide for a comfortable collapse when such collapse cannot be avoided altogether. (See Dawson, 1942, *Scientific Monthly*, as yet unpublished).

Flag Swinging

(Continued from page 477)

grace, color, and rhythm of the activity create a spectacle. Also, there is more space for formations of various kinds. However, flag swinging does work in very well as entertainment between halves of basketball games, in school and city parades, at coronations, and at formal presentations and pageants. Not only does this help bring publicity to one's school and community, but it also gives one an opportunity to develop a new activity in the department.

As to the matter of equipment, it can be inexpensive or as expensive as one chooses. Our first flags cost us sixty-nine cents apiece. The school shop made them for us by weighting one end of a sawed-off broom stick and fastening a bicycle grip for the handle at the weighted end. The school bought us the materials needed, plus cotton for practice flags, and silk rayon in our school colors for performances. This year, the Board bought twelve steel flags from the W. L. S. Drum Company, Chicago, which have naturally been much more satisfactory for performance work. The old ones are used to good advantage in my classes.

In conclusion, then, let me say that any activity which helps develop grace, coordination, poise; any activity which teaches fundamentals in rhythm, which fosters uninhibited body movement, which develops muscular coordination, which can be used publicly, and which may have a carry-over value in national defense is a definite, worth-while activity to introduce into the field of physical education. »«

Wartime Commission

(Continued from page 456)

7. The United States Commissioner of Education send the report adopted by the Wartime Commission to the Presidents of all colleges and universities and strongly recommend that they make every effort to put the recommendations into effect as rapidly as possible.

A. List of Professional Groups Asked to Cooperate in the Study

1. American Association for Health, Physical Education, and Recreation; Dr. Jay B. Nash, School of Education, New York University, Washington Square East, New York, New York.—President.

2. American Dental Association; Dr. Oren A. Oliver, Medical Arts Building, Nashville, Tennessee.—President.

3. American Medical Association; Dr. Olin West, 535 N. Dearborn, Chicago, Illinois.—Secretary. Report by W. W. Bauer, M. D., Bureau of Health Education.

4. American Public Health Association; Dr. R. M. Atwater, 1790 Broadway, New York, New York.—Secretary.

5. American School Health Association; Earl E. Kleinschmidt, M. D., Director, Dept. of Preventive Medicine, Public Health and Bacteriology, University of Loyola, Chicago, Illinois.—President. Committee: Earl E. Kleinschmidt, Chairman; Lon W. Morrey, Alice H. Miller, Arthur R. Turner.

6. American Student Health Association; J. P. Ritenour, M. D., Pennsylvania State College, State College, Pennsylvania. —President. Committee: Ruth E. Boynton, Chairman; Warren E. Forsythe, O. N. Andersen, C. E. Turner, J. W. Wilce.

7. College Physical Education Association; Mr. Glenn W. Howard, Department of Physical Education, Ohio State University, Columbus, Ohio.—Secretary. Special Committee report adopted by the Association made available.

8. Joint Committee on Health Problems of N.E.A. and A.M.A.; C. C. Wilson, M.D., Teachers College, Columbia University, New York, New York.—Chairman.

9. National Association of Directors of Physical Education for College Women; Dr. Elizabeth Kelley, P. O. Box 175, Claremont, California.—President.

10. National Research Council, Committee on Nutrition; Mr. Frank L. Gunderson, National Research Council, 2101 Constitution Avenue, Washington, D. C.—Executive Secretary.

11. National Student Health Association; Mr. A. W. Dent, Dillard University, New Orleans, Louisiana.—President.

12. Society of State Directors of Health and Physical Education; Mr. George Ayars, State Education Department, Dover, Delaware.—Secretary.

B. List of Individuals at Institutions Asked to Cooperate in the Study

1. Dr. Jackson R. Sharman, Dept. of Health and Physical Education, University of Alabama, University, Alabama.

2. Dr. Rosalind Cassidy, Convenor, School of Education, Mills College, Oakland, California. Committee: Rosalind Cassidy, Chairman; Mary Woods Bennett, Lois Carrell, David M. French, Francis Herrick, Edith Lindsay, Eleanor Nelson, Marie Nogues, Irene Williamson.

3. O. N. Andersen, M.D., School of Health, Stanford University, Stanford University, California.

4. Miss Violet Marshall, Dept. of Physical Education for Women, University of California, Berkeley, California.

5. Dr. John F. Bovard, Dept. of Physical Education, University of California, Los Angeles, California. Committee: John F. Bovard, Chairman; Lucille Verhulst (Whittier College), Hazel J. Cubberley, Ralph LaPorte (University of Southern California), Carl Trieb (Occidental College), F. W. Cozens.

6. Mr. C. D. Giauque, George Williams College, 5315 Drexel Avenue, Chicago, Illinois.

7. Dr. S. C. Staley, School of Physical Education, University of Illinois, Urbana, Illinois.

8. Dr. W. W. Patty, Dept. of Physical Training and Welfare, Indiana University, Bloomington, Indiana. Committee: W. W. Patty, Chairman; Edna Munro, Beatrice Geiger, Edith Schuman, Zora Cleavenger, Ben Miller, R. L. Shoemaker, E. C. Hayes.

9. Dr. C. H. McCloy, Field House, State University of Iowa, Iowa City, Iowa.

10. Dr. Ruth M. Elliott, Dept. of Hygiene and Physical Education, Wellesley College, Wellesley, Massachusetts. Members of department served as a committee.

11. Dr. J. W. Kistler, Dept. of Physical Education, Louisiana State University, Baton Rouge, Louisiana.

12. Margaret Bell, M.D., Dept. of Physical Education for Women, University of Michigan, Ann Arbor, Michigan. Members of department served as a committee.

13. Dr. C. L. Nordly, Dept. of Physical Education and Athletics, University of Minnesota, Minneapolis, Minnesota. Committee: Carl L. Nordly, Chairman; Gaylord W. Anderson, Gertrude Baker, Ruth E. Boynton, Louis F. Keller.

14. Dr. Mabel Lee, Dept. of Physical Education for Women, University of Nebraska, Lincoln, Nebraska.

15. Dr. W. L. Hughes, Dept. of Health and Physical Education, Teachers College, Columbia University, New York City. Committee: William L. Hughes, Chairman; Charles C. Wilson, Josephine L. Rathbone, Marjorie Hillas, and Harriet G. McCormick.

16. Miss Helen McKinstry, Russell Sage College, Troy, New York.

17. Miss Mary C. Coleman, Dept. of Physical Education, Women's College, University of North Carolina, Greensboro, North Carolina.

18. Miss Helen N. Smith, Dept. of Physical Education, University of Cincinnati, Cincinnati, Ohio.

19. Gertrude E. Moulton, M.D., Dept. of Physical Education for Women, Oberlin College, Oberlin, Ohio. Committee: Gertrude E. Moulton, Chairman; Lera B. Curtis, Ann Hughitt, Emma Layman (University of Indiana).

20. Mr. L. W. St. John, Dept. of Physical Education, Ohio State University, Columbus, Ohio.

21. Miss Ima James, Dept. of Physical Education for Women, University of Oklahoma, Norman, Oklahoma. Committee: Ima James, Chairman; George H. Shirk, Helen B. Burton, Alice Sowers, Eleanor L. Schmidt.

22. Dr. Ralph W. Leighton, School of Physical Education, University of Oregon, Eugene, Oregon.

23. Dr. Carl Schott, Dept. of Physical Education, Pennsylvania State College, State College, Pennsylvania. Faculty of School of Physical Education and Athletics served as committee.

24. Dr. E. C. Davis, Dept. of Physical Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

25. Mr. Frederick Prosch, Department of Physical Education and Health, Temple University, Philadelphia, Pennsylvania.

26. Dr. E. LeRoy Mercer, Department of Physical Education, University of Pennsylvania, Philadelphia, Pennsylvania. Committee: E. LeRoy Mercer, Chairman; W. F. Meredith, F. W. Luehring.

27. Mr. A. W. Hobt, Department of Physical Education, University of Tennessee, Knoxville, Tennessee.

28. Dr. Anne Schley Duggan, Department of Physical Education, Texas State College for Women, Denton, Texas.

29. Dr. Harry A. Scott, Department of Physical Education, Rice Institute, Houston, Texas.

30. Dr. David K. Brace, Department of Physical Education, University of Texas, Austin, Texas.

31. Mr. Joseph R. Jenson, Department of Physical Education, Utah State Agricultural College, Logan, Utah. Members of Department and representatives from the University of Utah served as a committee.

32. Mrs. Mary Gross Hutchinson, Department of Physical Education and Health for Women, University of Washington, Seattle, Washington. Committee: Mrs. Mary Gross Hutchinson, Chairman; Ruth Wilson, Henry Foster.

33. Mr. W. J. Wittich, Department of Physical Education, State Teachers College, La Crosse, Wisconsin. Committee: W. J. Wittich, Chairman; Elizabeth Rogers, Dr. Le Maire, Mrs. A. Hoff, Edith Cartwright, H. C. Reuter, Miss E. L. Wilder, Leon Miller, J. F. Lipovetz, Floyd Gautsch, Fern Loking.

34. Miss Blanche M. Trilling, Department of Physical Education for Women, University of Wisconsin, Madison, Wisconsin.

35. Dr. Ernest M. Best, President, Springfield College, Springfield, Massachusetts.

(NOTE: It should not be implied that the national organizations, institutions, or individuals listed above have officially approved the report. Suggestions received were summarized and the report was officially adopted by the United States Office of Education Wartime Commission.) »«

Schools at War

(Continued from page 475)

to superintendents and high school principals throughout the country. Dr. Jackson R. Sharman, principal specialist in charge of the physical fitness program for the U. S. Office of Education, is planning a series of training institutes to familiarize teachers with the content of the bulletin.

The manual describes a physical education program for physical fitness. Army and Navy officials state that men accepted by the armed forces are soft, lacking in strength, endurance, and stamina. Approximately three months of training must be devoted to physical conditioning. Thus valuable time from military training is lost. This fact pointed toward the urgent need for stepping up the physical education program in secondary schools. Therefore, the physical education bulletin for high schools was produced first. A bulletin on health education in high schools is now in preparation and will be followed by a bulletin on health and physical education in colleges and one for elementary schools.

The first bulletin will be ready for distribution soon. It calls for five periods of instruction in physical education weekly. It recommends that ten additional periods weekly be devoted to participation. It sets as the objectives of the program the development in high school pupils of (1) strength, endurance, and stamina; (2) skills of value in the pursuit of the war; and (3) an attitude and viewpoint that will cause pupils to support wholeheartedly the war effort.

Contribution to Schools at War Program

How can the physical education teacher contribute to the Schools At War Program? There are many ways he can promote the new Physical Fitness Program and at the same time contribute to the Schools At War Program of his school. For example, he can:

1. Seek to have his school adopt the physical fitness program suggested in the U. S. Office of Education bulletin.

2. Study his customary physical education program

carefully and eliminate all activities which do not contribute to the objectives stated in the preceding paragraphs.

3. Confer with his principal regarding an increased time allotment if instructional periods fall below the minimum five per week per pupil.

4. Work to increase participation in vigorous after-school and weekend activities to the amount of ten additional periods per week per pupil.

5. Enlist the services of other qualified members of the faculty and community to help him in leading such activities.

6. Explore community facilities so that the physical education program can be enlarged.

7. Continuously point out the need for increased strength, endurance, and stamina in the pursuit of the war effort.

A comprehensive program of physical education will contribute significantly to the total program of the Schools At War. »«

Physical Fitness

(Continued from page 459)

broad jump, running broad jump, running high jump, 100-yard dash, 440-yard run, and 880-yard run.

Boys in high school differ greatly in age, height, and weight. These factors tend to favor or handicap them in athletic performance. To classify boys according to only one factor is unfair, hence a classification plan based on age, height, and weight is used. Standards for each test to be met for ratings of superior, excellent, good, fair, and poor, are given in a table.

There is a scarcity of authentic data on tests for high school girls. Descriptions of the tests and the standards for jump and reach, potato race, soccer throw-in, swimming 20 yards and swimming 40 yards are included for girls.

Other Programs which Develop Physical Fitness

Programs in the control of communicable diseases, in nutrition, in providing a healthful environment, in health guidance and health teaching also contribute to the development and maintenance of physical fitness. It is hoped that details concerning these programs will be dealt with in subsequent publications of the United States Office of Education. »«

Water Pageants

(Continued from page 462)

B. Breast stroke to deep end. Elementary back stroke returning.

2. Somersaults in deep water (2 girls).

3. Log Roll (2 girls) in deep water.

4. "Monkey Roll" (2 girls) in deep water.

5. Porpoising through large hoop held to water level by trainer.

6. Porpoising in straight line from deep to shallow end.

Formation II

Eight girls (Numbers 1, 2, 4, 5, 7, 8, 10 and 11).

Four boys (Numbers 3, 6, 9 and 12).

Music: "Alice Blue Gown" (phonograph accompaniment).

1. On introduction, swimmers walk out in single file and stand at edge of pool. Beginning with number 1, ripple dive and swim underwater to opposite side of pool.

2. Number 1 leads into a circle in the shallow end of pool (clockwise).

3. Numbers 1, 2, 4, 5, 7 and 8 (best floaters) float on backs interlocking arms. Nos. 3, 6, 10, 9, 12 and 11 side stroke on right holding legs of people in inner circle with their left hands. Turn wheel counterclockwise. 1st signal—to float. 2nd signal—to start side stroke. 3rd signal—to stop.

4. Girls on inside circle holding hands take face float position with legs spread apart. Those on outside circle stand between two girls. When the inside circle takes floating position, each person in the outside circle takes the left ankle of the girl on the left and the right ankle of the girl on the right. The outside circle then takes the face float position with legs spread. 1st signal—inner circle takes position. 2nd signal—outer circle takes position. 3rd signal—stand.

5. Swimmers form by swimming to position under water as in diagram and do back crawl to the deep end.

6. Number 1 leads into a circle (counter-clockwise) using crawl stroke. When circle is completed, all swimmers face toward center of circle.

7. On signal swimmers take back surface dive. (Come up facing center.) On second signal take front surface dive.

8. Number 1 leads to shallow end in single file (front crawl).

9. Raft: Swimmers form as in diagram with feet on shoulders of those in front of them (floating on their backs). For example: number 2 would rest one foot on the shoulder of number 3 and the other on the shoulder of number 6. Swimmers hold elbows of those next to them. Numbers 3, 6, 1, 9, and 12 move the raft down the pool by means of a flutter kick, these being strongest swimmers. Outside swimmers may use sculling stroke with outside arm.

10. Roll crawl off: Numbers 1 and 2 begin—"driving" left arm * take three crawl strokes (l, r, l). On the third stroke they roll to their right and take three back crawl strokes (r, l, r) and roll to the right on the third stroke. Repeat from * down the pool. Number 3 begins when 1 and 2 are beginning their front crawl for the second time, and so on.

Formation III

Six girls.

Music: "Beautiful Lady" (phonograph accompaniment).

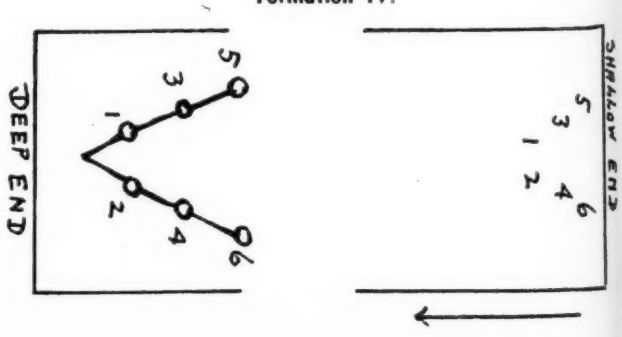
1. Swimmers form in tandem formation and swim to deep end of pool using elementary back stroke.

2. Accordion: A. Numbers 2, 3, 4, and 5 take back float position as in diagram holding the legs of those next to them. Numbers 1 and 6 act as pullers, and take formation to center of pool. B. Nos. 1 and 6 pull accordion apart. Numbers 2, 3, 4 and 5 separate legs and bring them together when 1 and 6 push accordion back together. Repeat twice.

3. Numbers 1, 2, and 3 form triangle (true float position). Numbers 4, 5, and 6 float with feet toward center as in diagram.

4. Number 6 surface dives and comes up in the center of the circle. Other swimmers hold hands and float on their backs, putting their knees on number 6.

Formation IV.



5. Number 1 leads off with crawl stroke in serpentine formation.

Formation IV

Six girls

Music "God Bless America" (phonograph accompaniment).

1. Swim out in formation as shown in diagram using breast stroke, in luminous suits.

2. In deep and form "V" in "true float" position. Hold for several measures and then swim back to shallow end.

It is evident that the above water work can be incorporated into any theme, and used with other types of performances on the pool deck. «»

Intramural Athletics

(Continued from page 478)

men who perhaps have been stunned by being thrown from a plane or ship.

To a group of this kind it is not necessary to say that it is highly important that sufficient time, playing space, and good officiating be provided so that the students will look upon the program as a serious undertaking. A complete medical and physical examination should be required of all participants and adequate equipment should be provided for all activities. In my experience many of the accidents which have taken place in intramural athletics have been the result of inadequate or total lack of protective equipment. All too often the intramural programs have been meagre in content because of inability to finance them properly. The monies allotted to intramurals have varied from a relatively large amount following a good football season to a much smaller amount following a football season that was unsuccessful in games won, in crowd appeal, or the vagaries of the weather.

In Brooklyn College we do not have to contend with the above nor do we have any financial support from the monies of the Athletic Association. The Board of Higher Education of the City of New York has made it possible for us to charge a recreation materials fee of fifty cents per term for all students taking part in the required hygiene program of the freshmen and sophomore years. With a student body of some 2,200 freshmen and sophomore men taking required hygiene courses each term, this gives us a budget of $2,200 per year. We are permitted to spend this money on recreational materials, athletic uniforms, game and sport equipment. Brooklyn College has fifteen outdoor tennis courts (the college provides free of charge the rackets and balls that are used for tennis). There are twelve outdoor handball courts and two indoor courts (we provide the gloves and balls).

For all sports, we loan protective guards to students who wear glasses. The college provides all the fencing, tennis, boxing, table tennis, shuffleboard, roller skating, and badminton equipment used in the intramural and recreation program. The college provides swimming trunks for all students, not only for the regular program, but also for the co-recreational swimming which is one of the features of the intramural program. To be exact, all game, sport, and recreational materials are

provided from the recreation materials fee fund. Upper classmen—juniors and seniors—are not required to contribute to the recreation fund, but they too are invited and encouraged to use the recreational materials without charge.

Students who participate in intramurals should be held to high standards of conduct and the observation of the spirit as well as the letter of the rules. We should emphasize the "will to win." We should provide rewards of letters, insignia, medals, or certificates. I appreciate the truth of the statement that "virtue is its own reward" but I believe that intramural athletes desire recognition, the same type of recognition that we give to an outstanding scholar who earns a Phi Beta Kappa key or to an athlete of a varsity team who wins a college letter.

It is our custom to give letters and athletic certificates to the members of the varsity teams. Intramural athletes also receive certificates. We all recognize the esprit de corps value of a varsity award assembly. I believe that at the time of this assembly all who take part in the intramural program should be invited to attend and due recognition be given to them for their participation and achievements.

INTRAMURALS should be an important part in the life of a college student but it should not be a thing apart. To illustrate: On Monday, May 25, 1942, Brooklyn College conducted an outdoor program of "Physical Fitness Exercises": athletic games and sports, wall scaling, life net jumping, boxing, wrestling, fencing, individual combative exercises, the dance, the techniques of contending with incendiary bombs, communications with hand and flag signaling, army games and relay races, and the several branches of first aid. About 2,000 students—men and women—took part, including intramural and intercollegiate teams, and the student body as a whole. In that we help to fulfill the ideals of "the role of intramural athletics and recreation in total defense."

"Where there is no vision, the people perish." The truth of this statement given to us some three thousand years ago, has been proved again and again in the history of the human race. Let us who are assigned to the intramural department of our college program have vision. Let us revitalize our programs so that they will challenge the interests of our students, waking sleepy spirits, and help all students to physical fitness with its concomitant learnings, expressed in mental alertness, emotional stability, and by all means, the "will to win." »«

Military Values

(Continued from page 472)

learn the joy and benefit of working and fighting with others, the strength that comes from obedience, the thrill of taking part and being a part in the big team of the nation in the leadership of the world.

Restudy Calisthenics.—In calisthenics, the Y.M.C.A. man is on his own ground. He knows the joy and glory in the man-boy's heart as he swings into his drill with half a hundred others. He is getting training in accuracy, coordination and endurance. He knows the thrill that comes with exercising in unison and the inspiration of his voice, movement, etc., as for example, he swings his hundred men in body, mind, and spirit, as the leader of a singing orchestra of man power. He knows that the men like it, though they may grumble. They enjoy its challenge and severity, as a man should. They get out of it what you put into it—man-power and rejoicing.

SMOOTH-tongued wizards have been teaching some of the rising generation of physical trainers that no man or boy should be called upon to make any effort whatsoever, that he should never be asked to do anything he doesn't like to do, that the hard way to Heaven is wholly unnecessary and out of date. These brilliant, but flickering lights of decadence, "Gods of the Market-Place" Kipling calls them, are now busy keeping quiet and thinking up some good explanations while the standard implacable solid facts of life come once more to the fore. (Study Kipling's poem "The Gods of the Copy-Book Headings." Don't miss it. It's better than his "If.")

The Y.M.C.A. has stood for manhood. We formerly called it "muscular Christianity." A man of God should be a gentleman, the toughest, most courageous, physically fit, vigorous, and enduring animal on earth, a credit to his Maker and his Y.M.C.A. training and to you.

So I recommend to you four things:

1. Restudy your *calisthenics* and toughen up your program.

2. Restudy your outdoor program. Put your summer camp in the military spirit and make your recreative indoor work function toward military fitness.

3. Put your *health examination* on a war footing.

4. Lead your *local civilian fitness program* and make it a national example and inspiration.

I know from the excellent reports you have sent to me you are doing excellent work in civilian leadership. The old Y.M.C.A. is rising high and strong and showing the way in many communities. The old leaders of the "Y," Gulick, McCurdy, and Roberts rejoice in you. Thomas, of Lynn, Mass., Y.M.C.A., for example, in his Health Week had 40 organizations; 6 special broadcasts; 69 special exhibits in show windows; 13 special film shows; 105 addresses given on health and nutrition.

That's great! It is the kind of thing the "Y" is doing for America—and you have only started.

So the fighter goes forth, powerful and equipped in the Y.M.C.A. way, body, mind, and spirit, a man ready and eager to fight. He is ready to drive straight into the teeth of death with a serene security of one who goes out on an athletic field to play the game of his

life; and after that to hang up his harness in the cosmic locker-room and sit down and talk it over with the Coach, face-to-face. And that will be good—very good, indeed! »«

Motion Pictures

(Continued from page 463)

have been produced by physical educators (JOURNAL OF HEALTH AND PHYSICAL EDUCATION, VI, 52); (4) has published a pamphlet "Motion Pictures in Sports, a Bibliography and Film List," 1939; and (5) has published two articles giving details of film production (JOURNAL OF HEALTH AND PHYSICAL EDUCATION, IX, 494, and XI, 486).

The interest in motion pictures among physical educators is further shown in lists of available films published in recent years. Among these are:

1. Hughes, William L., and Pauline Stimson, "Motion Pictures in Health and Physical Education," *Research Quarterly*, IX, 104-53. These authors have canvassed 200 sources and list approximately 300 films in the field of physical education. These have been classified and descriptions, sources and prices are given.
2. Briggs, Lawrence, "A List of Films on Skiing," JOURNAL OF HEALTH AND PHYSICAL EDUCATION, XI, 36-37, 55. Sources and costs of approximately 100 films are included.
3. Hoar, Franklin, "A Compilation of Visual Aids for Health and Physical Education," JOURNAL OF HEALTH AND PHYSICAL EDUCATION, III, 3, 40-42. This list includes slides and films, gives sources from which they may be obtained, also some indication of the cost. Since the publication is 1932, the information has little value now. The Hughes-Stimson bibliography should be more valuable for information on films.

Methods of using film in a physical education class are described by Thurston Adams in *Motion Pictures in Physical Education,* published by Teachers College, Columbia University, 1939. Information in detail is given on lenses, camera, screens, accessory equipment, and on film production.

Another physical education committee under the chairmanship of Dr. J. B. Nash has reviewed films made available by commercial producers and distributors. This committee has rated as acceptable for use 83 films, many of which show performances of stars; has suggested changes in 34 additional films; and plans to suggest to producers, films which might be made. (*Journal of Educational Sociology,* XI, 161).

The activities described above indicate that the physical educator has accepted the instructional value of films and that his activities in this field have been: (1) the listing of available films, (2) the evaluation of films, (3) suggestions on the production of films, and (4) suggestions on the methods of using film.

Do Motion Pictures Improve Teaching?

What evidence is there that motion pictures will shorten the learning period, that acquired learning will be retained for a longer period, that the learning is

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(Continued from page 453)

living, or problems in human conservation, or the art of living.

Whatever the method employed, whatever the course of study pursued, the teacher may consider her efforts successful if she has succeeded in building in youth respect and appreciation for the human organism and the life process, an understanding of the problems that confront him in building and maintaining his health, and a disposition to meet life's situations in a sane and wholesome manner.[5]

Materials comparable in amount and quality to those provided for other areas of the school program should be provided. This should include some laboratory equipment for experimentation and demonstration. Science, social studies, hygiene, biography and other texts will be supplements as will community resources.

Throughout the program of health instruction teacher examples and attitudes are important. Pupils must be made to feel that health is important—that the health of the people is one of our greatest national resources and that every child from the primary grades up has a responsibility for its development and maintenance. Likewise throughout the grades the scientific accuracy of information and materials should be observed as well as its suitability to the maturity level of the group being taught. A number of things to avoid in teaching have been suggested.[6] These include such things as the use of awards and prizes, health contests, comparing the physical fitness of one child with others in the group, and generally holding children responsible for conditions over which they have no control.

Evaluation of Health Instruction

In evaluating the health instructional aspects of the school program attention should be focused on how pupils have improved their ways of behaving in health matters, their attitudes towards health problems, and the extent to which they know, understand and apply facts and generalizations of the health and social sciences to their daily living. A number of questions may guide our thinking:

1. Are facilities and time for the practice of health provided in the school?

2. Do pupils participate in maintaining and periodically appraising the healthfulness of the school environment?

3. Are policies and procedures, designed to protect children from communicable disease and injury and to appraise their health status, in effect and understood by the children? Are pupil experiences resulting from these policies educational?

4. Do all teachers recognize and utilize opportunities in daily living in the school for helping pupils improve their health practices and understanding the reasons for those practices?

5. Is significant information from the health sciences included in the program of studies throughout the elementary and secondary grades?

6. Are planned experiences in the discovery, selection and use of these informations adapted to the maturity levels and problems of pupils? Are they provided for all pupils at all grade levels?

7. Are pupils gaining an appreciation and respect of the nature of the human organism and life processes and an understanding of the problems that confront him in building and maintaining his health?

8. Does parent health education[7] and in-service education for teachers supplement the school program for improving the instructional process?

Improving the instructional program for health education and improving health instruction in the school program are affected by the same processes. For years we have talked about the "child centered" school, the importance of conserving human resources, of improving the public health. We have developed standards, conducted studies and surveys, drafted recommendations,[8] collected accounts of good practices.[9] All this experience should help us to put the *what* and the *how* into practice *now*.

Health instruction will be improved as we put into practice procedures that make schools more healthful places to live and as we increase the quality and quantity of health science instruction in our schools.

[5] *Health in Schools*, p. 78.
[6] *Ibid.*, pp. 71-72 and 78-79.

[7] See Jay B. Nash, *Teachable Moments in Health* (New York: A. S. Barnes, 1938).
[8] Mabel E. Rugen, "Health Education in Current Reports," *University of Michigan School of Education Bulletin*, XII (December, 1940) 39-4.
[9] See Ruth Grout, *Handbook of Health Education;* Report of Committee on Health Problems in Education, N.E.A. and A.M.A.; Lynda Weber, *op.cit.; Health Education*, Ch. IX, X, XI.

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superior? Dale and others (Dale, Dunn, Hoban, Schneider, *Motion Pictures in Education,* 1938) have evaluated experimental research on instructional films and have summarized the findings. Regarding the learning of "habits, skills and the like," these authors say "the tentative conclusions may be drawn that *the demonstration method of instruction is superior to the film* and other visual aids in teaching certain complex manipulatory skills required in some of the school subjects. As a method of teaching less complex skills of bodily positions the film was found to be effective, but its value in comparison with objective demonstration of a similar nature was not determined. . . . It must be remembered, however, that these conclusions are based on the use of films now outmoded and that since these data were gathered, greatly improved films have been made available for teaching skills." (*op. cit.*, pp. 340-41). "If the object of instruction is how to do a certain act, the actual demonstration is probably superior to a film" (p. 360).

Regarding other types of learning, the authors say that the film is superior to verbal methods of presenting concrete material (p. 336), that learning of factual material is more permanent than when non-visual material is used (p. 338). The physical educator should keep in mind that his presentation has been through visual channels, the demonstration, supplemented by verbal instruction.

In the field of physical education, two studies indicate that the development of skill is aided when films are added to the usual instruction. Ruffa (M.A. thesis, Stanford University), working with high school boys, found that when a motion picture was used in addition to the usual instruction that greater gains were made in the broad jump, the shot-put, the high jump, the football throw, and the 100-yard dash. Priebe and Burton, in teaching the western roll as a technique for the high jump, give the following scores for a group taught with the aid of pictures and for a group taught in the usual manner (the control group):

	Av. before Instruction:	Week Avs. after Instruction:			
		3rd	4th	5th	6th
Control	53.96	49.38	51.08	52.46	53.85
Experimental	53.31	54.77	57.04	57.62	57.54

(*School Review*, 47:192-8)

The Priebe-Burton study was published after the summary made by Dale and others; Ruffa is mentioned in the Dale summary but is not discussed sufficiently to indicate that the authors had studied Ruffa's report.

The evidence would indicate that in the field of physical education, *motion pictures when combined with the usual instruction increase the amount of skill learned.* Before this conclusion may be fully accepted, additional experimental study should be made.

What Should Be Included in the Physical Education Film

No studies have been made to determine the content of the instructional film. The physical educator can list the skills which the class is to acquire, he can take "normal" and "slow speed" shots, "close-ups" can be made of the details considered worthy of special emphasis. These are chosen, as are his verbal descriptions and demonstrations, on the basis of the instructor's experience and the opinions of other instructors. If taken in actual performance, the details may be more accurately depicted than are verbal opinions. Intelligent selection of detail for the class can at present be determined only by the instructor's judgment.

The film which is most frequently advocated by the physical educator at the present time is the "presentation" film, the introduction to the game, the presentation of a skill. It should be noted that the primary functions of the teacher of skills are to present new material (usually done through demonstration accompanied by verbal description) and to make corrections after practice, to point out possibilities for improvement (usually done through verbal comment alone). It is in the latter teaching function that the coach employs the motion picture, using the film to help the boy visualize and understand his good and weak points. Many teachers would agree that it is more difficult to develop correct performance than it is to present a new skill. This phase of the use of film as an instructional device should receive more attention. It is likely that the greatest value of the film may lie in this area. The coach, who is less limited by financial considerations than is the average in-

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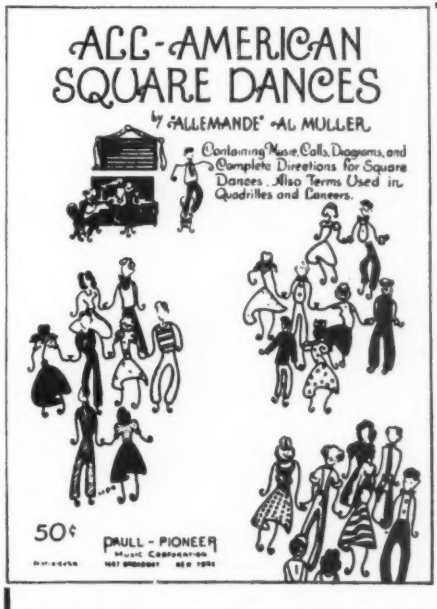
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structor, is using film, not as an aid to the presentation of a new skill, but as an aid in correction, in discussing individual performance and execution.

Summary

The school of today most likely has equipment for film projection which is available to the physical educator. Films may be secured without cost from state-supported libraries (the supply of "sport films" in such libraries is limited) and from commercial agencies for a fee. The value of the greater number of these films is questioned by physical educators who have had opportunity to view them. A few films have been produced by physical educators as aids in presenting new material. The evidence indicates that a film of this kind increases the amount of skill which will be developed in a given period. It must be remembered that the evidence is meagre. Additional studies should be made to determine the effectiveness of the motion picture as an instructional aid.

Coaches emphasize the use of film in analyzing execution. The average school does not own the production equipment which is needed if motion pictures are to be used in this way. However, motion picture cameras are common, and in the average community borrowing of such equipment should be possible. A picture "shot" of a dive, a golf swing, a tennis serve would be inexpensive, if shared by the students, and it is possible that the return value might be greater than expenditures for presentation pictures.

The leaders in the field should encourage and provide opportunity for the study of the motion picture as an educational device, to assist in the as yet unanswered questions:

Do motion pictures add to teaching efficiency?

What should be included in a film?

Would the picture of individual execution offer greater returns in learning than does the "presentation" film?

A Challenge

(Continued from page 444)

wholly new experience—they will need training in such subjects as posture, care of feet and hands, safety, proper diet for manual labor, choice of clothes, rest and relaxation. Personnel managers have already recognized this need and have made inquiries of the public schools regarding the possibility of organizing special classes for their employees. This opens another new field for professional workers in health and physical education.

Rehabilitation.—This war may leave us with a tremendous task of physical rehabilitation of the wounded and crippled. It is not pleasant to contemplate the horrible after-effects of war and we say "God forbid" a repetition of the heart-rending aftermath of the last war. In that encounter we lost 50,000 men, and for every one who died there were four who were wounded —a total of 205,690. That war was probably but a

game of marbles compared to what this is going to be. We are certain to have thousands who, because of disability, will be unable to return to their former occupations. We all know that rehabilitation is something more than surgical operations—it is learning again to use arms, to walk, and work, and play. It involves physical re-education of the highest order, and it is a job for which our trained leaders should be prepared.

New Emphases

The American program of physical education, health, and athletics should be alert to the many new demands and new opportunities for service, a few of which have been mentioned above. The program in the public schools should be streamlined to give emphasis to the following areas of development.

1. Leadership. There will be a shortage of trained leaders and our present instructors should be conscious of the need for discovering and developing new leadership material. It can be pointed out that leadership requires:

a) A wide knowledge of the nature of people and things.

b) A far-reaching imagination in order to find the most possible solutions to problems which a leader will encounter.

c) A sense of value to enable him to pick from suggestions which his imagination presents, those which have most worth.

d) A sense of order so that he may plan systematically his course of action.

e) The drive and enthusiasm and courage to carry out his plan.

All these elements of leadership may be developed and enlarged through the work of a good teacher.

2. A long range point of view. A program that will begin early in the school life of a child to lay the foundation for a good physique—for endurance, for general physical fitness.

3. Immediacy. There are certain abilities that are needed *now* in order that our war effort may be successful. The physical education and athletic program must include exercises that will have *immediate* values in the development of a strong military organization. Activities include tumbling (for parachute jumpers) boxing, jiu-jitsu, wrestling, jumping ditches, wall scaling, swimming, horseback riding, skiing, object-throwing, etc.

4. Supplemental knowledge. The program of next year will include adequate provision for instruction in safety, life saving, first aid, nutrition, sanitation, gas and chemical warfare hazards, auxiliary police duties, conduct during raids and in bomb shelters, health laws and regulations.

5. Activities that contribute to the development and maintenance of morale. The war effort of the nation will depend in large degree on the spirit of our people. It will be necessary to provide wholesome recreation for men in the service, for men and women in the factories and shipyards, and for those who must stay at home and wait and watch. Healthful diversion under proper leadership and guidance will do much to strengthen the will to work and win.

General G. C. Marshall, Chief of Staff, United States Army, makes this statement:

> Physical training and athletics are of great importance to the welfare of any nation. The War Department places great emphasis on the physical development of officers and soldiers of the army, and physical training programs have long been established as an important factor in army training schedules. The athletically trained young men of this country, developed in muscular strength, general health, coordination, endurance, and leadership, have acquired the will to win in the face of opposition. These are qualities basically essential to the soldier.

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New Books Received

Solving School Health Problems. Dorothy B. Nyswander. (New York: The Commonwealth Fund, 1942) 377 pages, $2.00.

Dr. Nyswander here reports on the six-year Astoria Demonstration Study of school health education problems—one of the most useful health education projects of our time. The methods and philosophy developed through this study could be applied with profit in any health education program. This book is an important contribution. Don't fail to read it.

Personal Recollections: Sixty Years of Book Publishing. John Barnes Pratt. (New York: A. S. Barnes and Company, 1942) 67 pages.

A cheerful and interesting history of a well-known publishing firm by its President who is also an honorary member and long-time friend of this Association.

Athletic Injuries. Augustus Thorndike. (Philadelphia: Lea and Febiger, 1942) 216 pages, $3.00. Second revised edition.

The first edition of this handbook proved its usefulness several years ago, and this revised edition will be welcomed by all who are concerned with the prevention, diagnosis, and treatment of athletic injuries.

Team Sports for Women. Margaret H. Meyer and Marguerite M. Schwarz. (Philadelphia: W. B. Saunders Company, 1942) 385 pages, $3.50.

Two experienced teachers in the field of women's sports have collaborated in a comprehensive study of the learning and teaching of the main team sports, with emphasis on fundamental skills, team tactics, and teaching methods. Basketball, hockey, soccer, softball, speedball, and volleyball are the sports discussed.

Enriching the Physical Education Service Program. Hubert J. McCormick. (New York: Teachers College, Columbia University, 1942) 134 pages, $1.85.

A careful study of college student needs and of the service and orientation course in physical education as contributing to those needs.

Your Job and American Victory. Theodore Barrett. (New York: George W. Stewart Publisher, Inc., 1942) 294 pages, $2.50.

A helpful survey for vocational counselors of vocational opportunities and requirements in the light of the present world situation with detailed discussion of employment conditions in defense industries, in the government, and in the armed services.

Physical Training for Airmen. Elmon L. Vernier. (New York: Air Training Corps of America, Inc., 1942) 70 pages mimeographed. Preliminary edition.

This is a manual for the high school physical education teacher working with students enrolled in the Air Training Corps of America program, and contains useful material on the conditioning program which might be given to any group of high school boys.

Health and Physical Education in Small Schools. Lois Pedersen Broady and Esther French. (Lincoln, Nebraska: University of Nebraska Press, 1942) 281 pages, $2.50.

A useful book for teachers and administrators in small schools where the physical education program must be carried on by untrained teachers. Practical material clearly explained, on program and administration of the program for girls and boys.

Training Through Recreation. William J. Pitt, U.S.N.R. (New York: Bureau of Publications, Teachers College, Columbia University, 1942) 74 pages.

This is a timely little booklet for soldiers and those about to go into the service on the value of good use of leisure hours. It is based on the sound principle that recreation is just as important in making a good soldier as is actual service discipline. The author has had experience in the service as well as in the field of physical education and recreation.

Physiological Hygiene. Cleveland P. Hickman. Revised. (New York: Prentice-Hall, Inc., 1942) 440 pages. $3.75.

This is the fifth edition of this text since it was first published in 1937. Realizing that such a subject must be constantly added to in order to be authentic, Dr. Hickman has included in this edition certain new chapters which he considers of vital interest to the student. The text is up to date, and the latest developments in his field have been especially considered from the viewpoint of the college student. In many instances, material has been simplified and technical aspects eliminated. This book would be an excellent addition to any hygiene library.

Health in the World of Work. Jesse F. Williams and Delbert Oberteuffer. (New York: McGraw-Hill Book Co., 1942) 373 pages. $1.96.

This is an excellent text treating health and its relationship to the well-being of the individual, man's environment, and his work. Each section is followed by helpful questions for discussion. It can be used as a school text but would also be interesting reading for the layman since it is singularly free from too much technical language.

The Ohio Study of Recreation Leadership Training. W. W. Charters and Vaughn W. Fry. (Columbus: Bureau of Educational Research Mimeographs, No. 2, Ohio State University, 1942) 173 pages. $2.00.

This is a research project on the needs and training for recreation leadership. It analyzes recreation workers' activities and personality characteristics and outlines a course of study. The document is recommended to those who are interested in becoming recreation leaders.

INDEX TO ADVERTISERS

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Emily W. Browne	488
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Inor Publishing Co.	502
Lea & Febiger	499
New York University Book Store	488
Paull-Pioneer Music Corp.	501

SCHOOLS AND COLLEGES

Arnold College	488
Bouve-Boston School of Physical Education	503
Chalif School of the Dance	503
Panzer College	503
Sargent College of Boston University	Cover III
Savage School for Physical Education	Cover III
Wellesley College	Cover III